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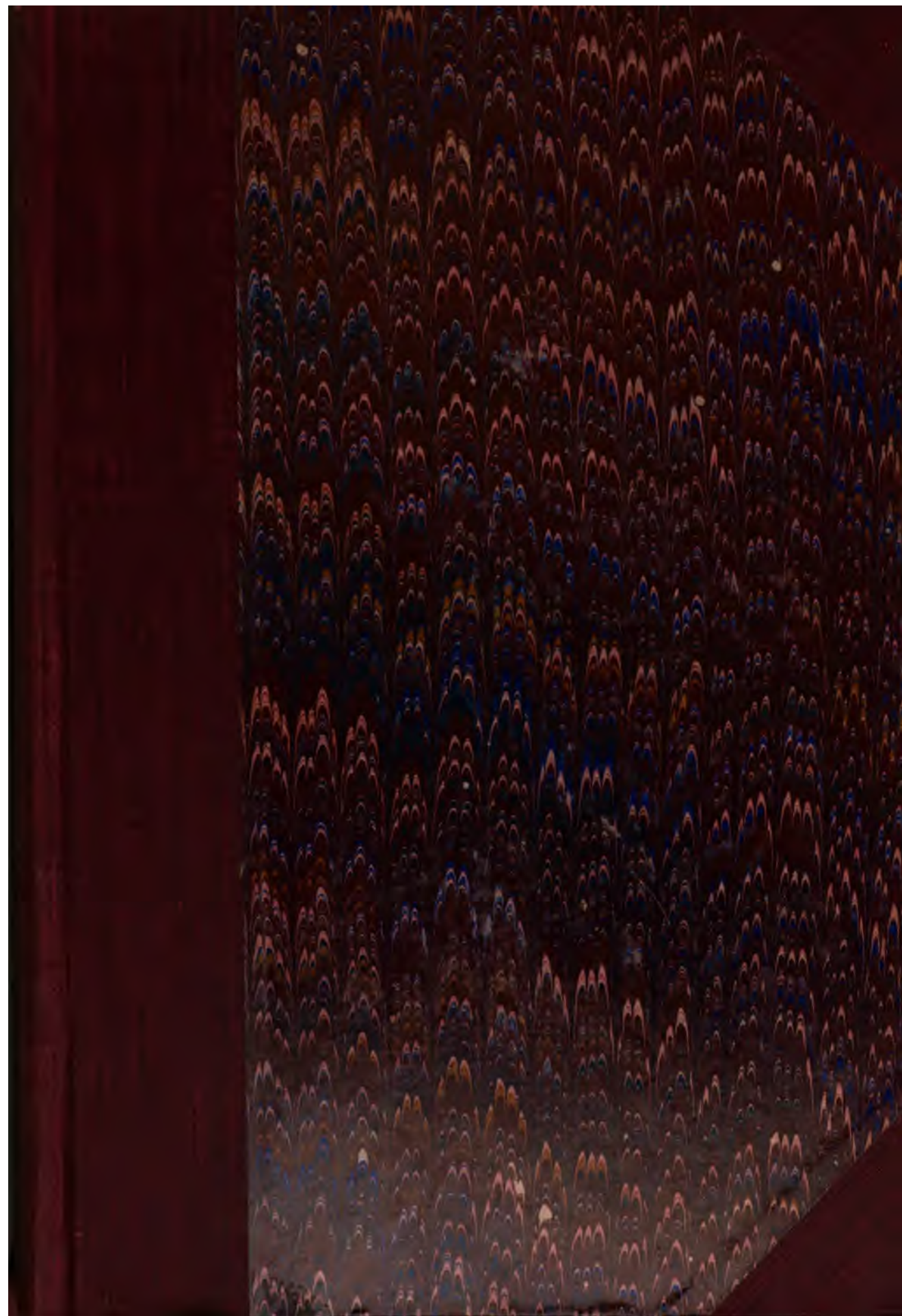
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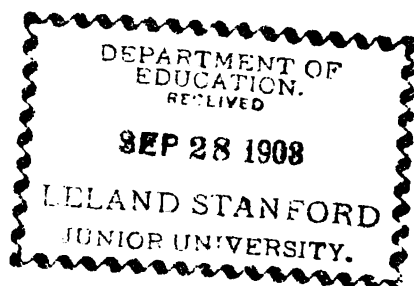
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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
ONTARIO,
FOR THE YEAR 1868.

WITH APPENDICES,
BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



Toronto:
PRINTED BY HUNTER, ROSE & CO., 86 KING ST. WEST.
1869.

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Department of Public Instruction for Ontario.

No. 3,296, C 3.

EDUCATION OFFICE,

TORONTO, 27th August, 1969.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1868, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable MATTHEW CROOKS CAMERON, M.P.P.,

Secretary of the Province,

Toronto.

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GENERAL CONTENTS.

	PAGE.
Letter to the Secretary of the Province	iii

PART I.—GENERAL REPORT.

INTRODUCTORY	3
I. TABLE A.—Receipts and Expenditures of Common School Moneys	3
II. TABLE B.—School Population ; Pupils attending the Common Schools and in different branches of instruction.....	4
III. TABLE C.—Common School Teachers ; their Religious Persuasions ; Rank, Salaries... ..	5
IV. TABLE D.—Schools ; School Houses ; School Visits ; School Lectures ; Time of keeping the Schools open	6
V. TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers	9
VI. TABLE F.—Roman Catholic Separate Schools	11
VII. TABLE G.—Grammar Schools ; Receipts ; Expenditures ; Pupils	12
VIII. TABLE H.—Number of Pupils in the various branches ; Miscellaneous.....	12
IX. TABLE I.—Meteorological Stations ; Observations at the Grammar School Stations	13
X. TABLE K.—Normal and Model Schools	18
XI. TABLE L.—Other Educational Institutions	18
XII. TABLE M.—The Public Libraries supplied by the Department and all other Libraries.....	19
XIII. TABLE N.—Maps, Globes and various other School apparatus supplied by the Department.	20
XIV. TABLE O.—Superannuated Teachers	20
XV. TABLE P.—Educational Summary for the Year 1868.....	21
XVI. TABLE Q.—General Statistical Abstract of the progress of Education in Ontario from 1842 to 1868	21
XVII. The Educational Museum	22
XVIII. Extracts from Reports of Local Superintendents of Common Schools.....	22
XIX. County School Conventions.....	24
XX. Report of the Inspector of Grammar Schools.....	24
XXI. Concluding Remarks.....	24

	PAGE.
PART II.—STATISTICAL REPORT.	
THE COMMON SCHOOLS.	
TABLE A.—Moneys ; Amount received and expended in support of Common Schools.....	34
TABLE B.—Pupils ; Children attending the Common Schools, and in the different branches of Common School Education.....	40
TABLE C.—The Number, Religious Denominations, Certificates and Salaries of Common School Teachers.....	52
TABLE D.—Schools ; Number of Common Schools, School Houses, Visits, Lectures and time the Common Schools have been kept open	54
TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	56
TABLE F.—The Roman Catholic Separate Schools.....	58
THE GRAMMAR SCHOOLS.	
TABLE G.—Moneys received and expended in support of Grammar Schools ; Pupils.....	60
TABLE H.—Number of pupils in the various branches of instruction, and miscellaneous information,	64
TABLE I.—Meteorological Observations at the Senior County Grammar Schools.	72
THE NORMAL SCHOOL.	
TABLE K.—Students, their Certificates, Residences and Religious Denominations.....	77
THE OTHER EDUCATIONAL INSTITUTIONS.	
TABLE L.—Colleges, Academies and Private Schools.....	80
THE FREE PUBLIC LIBRARIES.	
TABLE M.—Moneys ; Number of Volumes and Miscellaneous Information ; Other Libraries.....	81
THE GRAMMAR AND COMMON SCHOOLS.	
TABLE N.—Maps and Apparatus supplied by the Educational Department.....	86
THE SUPERANNUATED COMMON SCHOOL TEACHERS.	
TABLE O.—Names and Periods of Service of Teachers and their Pensions	88
THE EDUCATIONAL SUMMARY FOR 1868.	
TABLE P.—Number of Institutions and Pupils, and moneys expended for Educational purposes.....	92
MISCELLANEOUS.	
TABLE Q.—Statistical Abstract of the Educational progress of Ontario.....	95
TABLE R.—Summary of the Accounts of the Education Department for 1868.....	98

PART III.—APPENDICES.

PAGE

A.—Extracts from the Reports of Local Superintendents of Common Schools and Boards of School Trustees in Ontario, relative to the State and Progress of Elementary Education in their respective Townships, Cities, Towns and Villages for the year 1868.....	3
B.—The County School Conventions.....	49
C.—Apportionment of the Legislative School Grant for Ontario for the year 1868 ..	66
D.—The Normal School. Provincial Certificates granted by the Chief Superintendent of Education.....	74

PART I.

GENERAL REPORT.

1868.

ANNUAL REPORT
OF THE
Normal, Model, Grammar and Common Schools
IN ONTARIO,
FOR THE YEAR 1868.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C.B.,
Lieutenant Governor of the Province of Ontario:—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1868.

An examination of the Statistical Tables will show that while there has been no increase in the amount of Legislative aid to Common Schools, there has been a large increase in aid derived from local sources—an increase nearly twice as large as that which has taken place during any one year since the establishment of the School System—an increase of \$118,997 (\$53,027 of this increase having been applied to increase the salaries of teachers)—being an increase of \$57,633 more than the *increase* of the preceding year (1867), though the increase of 1867 was \$62,970 in advance of the year 1866. This is the result of the local voluntary acts of the people themselves, and not the result of any additional appropriations on the part of the Legislature.

The whole amount provided for Common School purposes for the year 1868 was \$1,789,332, of which the Legislative appropriation amounted only to \$171,987, the sum of \$1,617,345 being provided by local effort.

It is also worthy of remark that the increase of pupils in the Common Schools is nearly twice as large as that of the preceding year. The increase of pupils in the schools for 1867 was 10,748; the increase the last year is 18,256—the whole number of pupils in the schools being 419,899.

I will now present a summary view of the Statistical Tables above referred to.

COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned from the Legislative Grant, for the salaries of teachers in 1868, was \$171,987—decrease, \$554. The amount apportioned for maps, globes, prize books, apparatus, and libraries, was \$13,730—decrease, \$880

2. The Legislative Grant is apportioned to each Municipality according to population (but distributed to each School Section according to average attendance of pupils, and the length of time each school is kept open), upon the condition that such Municipality provides, at least, an equal sum by local assessment; but each Municipality is empowered to assess and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal assessment for 1868 was \$362,375—increase \$10,501; and by voluntary act, in excess of the Legislative Grant, \$190,388. This, together with the item which follows, exhibits the progress and strength of the real feeling of the country in regard to the education of its youth.

Trustees' Rates on Property.—Each township is divided by the Municipal Council into School Sections of from two to four miles square each. Three trustees are elected by the rate-payers as a School Corporation for each Section. The trustees hold office for three years—one going out of office and a successor elected each year. Vacancies in the School Corporation, when they occur from other causes, are also filled up by election. The trustees of each section have the same discretionary power as each township or county Council, to provide by rate on property for their school purposes. The amount thus provided by trustees' rate on property (in addition to the Municipal Council Assessment of \$362,375), was \$855,538—increase, \$55,829. This indicates the feeling and efforts of the people in the Separate School divisions for the education of their children, while the aggregate amount of Municipal Assessment exhibits the state and progress of public feeling in regard to the general education of the country, as both rates are local and voluntary.

4. *Trustees' Rate-bills on Pupils.*—Whether a school shall be wholly supported by a rate on property, and, therefore, *free* to all residents from five to twenty-one years of age, without *fee* from any pupil; or whether the school shall be supported partly by fees or rate-bills (the law not allowing a rate-bill or fee to exceed twenty-five cents per month for each pupil), is determined by the rate-payers at each annual meeting, or at a special meeting called for that purpose. In cities, towns, and incorporated villages the elected Boards of Trustees determine whether the school shall be free or not. A decrease in the amount of rate-bills or fees indicates an increase of free schools. The amount of rate bills for 1868 was \$50,869—decrease, \$327. At the School Convention of every county, held in February and March of the current year, a desire was expressed by resolution that *all* the Common Schools should be made *free by law*.

5. *The Clergy Reserve Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share (apportioned according to the number of rate-payers) to school purposes. The amount thus granted by Municipalities for school purposes from distributed balances of this fund, was \$334,830—increase, \$54,429.

6. Total amount of moneys provided for Common School purposes in 1868, was \$1,789,332—increase, \$118,997; the largest increase by \$57,027 that has ever taken place in any one year since the establishment of the School System.

Expenditures.

1. For salaries of teachers, \$1,146,543—increase \$53,037.
2. For maps, globes, apparatus, prize books and libraries, \$31,159—decrease \$196.
3. For sites and building of school-houses, \$186,309—increase, \$37,114.
4. For rents and repairs of school-houses, \$54,610—increase, \$3,975.
5. For school books, stationery, fuel and other expenses, \$169,813—increase, \$21,325.
6. Total expenditure for all common school purposes, \$1,588,434—increase, \$115,246.
7. Balances of school moneys not paid at the end of the year when the returns were made, \$200,897—increase, \$3,751. Grand total for the year 1868, \$1,789,332—increase, \$118,997.

II. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.

An old statute still requires the returns of school population to include children between the ages of 5 and 16 years; but the school law confers the equal right of attending the schools upon all residents between 5 and 21 years of age.

1. School population (including only children between the ages of 5 and 16 years), 464,315—increase, 16,589.

2. Pupils between the ages of 5 and 16 years attending the schools, 397,792—increase, 17,281. Number of pupils of other ages attending the schools, 22,107—increase, 975. Total number of pupils attending the schools, 419,899—increase, 18,256.

3. The number of *boys* attending the schools, 221,807—increase, 8,788. The number of *girls* attending the schools, 198,092—increase, 9,468.

4. Number reported as *indigent* pupils, 3,671—decrease, 758.

5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the schools.

6. The number of children reported as not attending any school, was 37,052—decrease, 2,463. It is to be hoped that this ominous and humiliating item will soon disappear through the christian and patriotic exertions of the people at large, aided by the contemplated and universally desired amendments in the school law on the subject of compulsory education.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,480 Common Schools reported, 4,996 teachers have been employed—increase, 106; of whom 2,777 were male teachers—decrease, 72, and 2,219 were female teachers—increase, 178.

2. *Religious Persuasions of Teachers.*—The teachers are reported to be of the following persuasions:—Church of England, 811—increase 16; Church of Rome, 563—increase, 11; Presbyterians (of different classes), 1,564—increase, 22; Methodists (of different classes), 1,506—increase 91; Baptists (of different classes), 271—increase, 5; Congregationalists, 55—decrease, 10; Lutherans, 23—decrease, 1; Quakers, 10—decrease, 5; Christians and Disciples, 42—decrease 1; reported as Protestants, 103—increase, 30; other persuasions, 16—decrease, 13; not reported, 29—decrease, 42.

N.B.—Of the 563 teachers of the Church of Rome, 327 of them are teachers in the the Public Common Schools, and 236 are teachers in the Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 4,882—increase, 143; Normal School Provincial Certificates, 1st class, 257—increase, 19; 2nd class, 347—decrease, 16; County Board Certificates, 1st class, 1,753—increase, 92; 2nd class, 2,184—increase, 93; 3rd class, 341—decrease, 45; unclassified, 114—decrease, 37. Certificates annulled, 10—decrease, 9.

4. Number of schools in which the teachers were changed during the year, 695—decrease, 86.

5. Number of schools having more than one teacher, 302—increase, 23.

6. *Annual Salaries of Teachers.*—The salaries of teachers in the United States are usually paid by the month, under the name of wages, and are paid only during the months that the schools are kept open, whether five, six, or seven months. The teachers there generally, both male and female (except in cities and towns) teach one part of the year, and engage in other employments the rest of the year. This is inconsistent with the adoption of teaching as a profession, or with the progress of the profession. For a young man or a young woman to teach three or four months of the year, and then the one to labour on a farm or in a shop, and the other as a sewing-girl, or housemaid, or cook, the rest of the year, cannot advance the profession of teaching, or even make it one, as is ably shewn in the reports of several of the State Superintendents of Public Instruction.

With us, teachers are generally employed by the year, and seldom, if ever, engage in any other employment during the years of their teaching. The chief, if not only, exception to this practice is in the case of young persons who teach one part of the year, or a year or two, to procure means to enable them to go to the Normal School, in order to become better qualified and receive larger emolument in their profession, or to some Classical Institution or College, in order to prepare themselves for one of the learned professions. The most serious impediment to the progress and efficiency of school instruction is the inadequate remuneration of teachers—tending as it does to prevent many talented young persons from adopting it, and to drive many of the most competent persons from it.

Among the worst enemies to the efficiency and progress of Common School education, are those trustees and parents whose whole aim is to get what they call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible. It is, however, gratifying to observe that the number and influence of this class of persons are yearly diminishing in the country as a whole, although they still exert a blighting influence in some parts of it. I am thankful to be able to note from the returns an increase of \$53,027 in the aggregate sum of \$1,146,544 paid to teachers during the year—the whole increase arising from local contribution. This increase does not seem to have made any addition to the highest or average salaries of teachers, but only in paying a little more to the lowest paid class of teachers. The *highest* salary paid to a male teacher in a *county* was \$635; in a *city*, \$1,300; in a *town*, \$1,000; in a *village*, \$600. The *lowest* salary paid to a male teacher in a county was \$100 (!!!); in a city, \$250; in a town, \$260; in a village, \$300. The *average* salary of male teachers in counties was \$260,—of *female* teachers, \$188; in *cities*, of male teachers, \$600,—of *female* teachers, \$228; in *towns*, of male teachers, \$477,—of *female* teachers, \$224; in *villages*, of male teachers, \$418,—of *female* teachers, \$193.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of *School Sections* reported, 4555—increase, 59. The number of schools *open* reported, 4480—increase, 58. The number of schools closed or not reported, 75—increase, 1.

2. *Number of Free Schools*—schools supported entirely by rate on property, and which may be attended by all residents between the ages of 5 and 21 years without payment of fees—was 3986—increase, 148. Number of schools partly free—that is, with a rate-bill of 25 cents or less per month—was 494—decrease, 90. I have remarked elsewhere that whether the schools are free or not in the School Sections, is decided by a vote of the ratepayers at their annual school meetings—that a general wish has been expressed that the schools be made free by law.

3. *School-houses*.—The whole number of school-houses reported, 4502—increase, 55; of these, 733 are brick—increase, 54; 433 stone—increase, 52; 1785 frame—no increase; 1528 log—decrease, 53; not reported, 23.

4. The whole number of school-houses built during the year was 171—increase, 31. Of these, 50 were brick, 26 stone, 65 frame, 30 log.

5. *Titles to School Sites*.—*Freehold*, 4064—increase, 141; *Leased*, 321—decrease, 45; *Rented*, 100—decrease, 7; not reported, 17.

6. *School Visits*.—By Local Superintendents, 10,632—decrease, 273; by Clergymen, 8492—increase, 202; by Municipal Councillors, 1727—decrease, 8; by Magistrates, 1949—decrease, 223; by Judges and Members of Parliament, 442—decrease, 107; by School Trustees, 19,903—increase, 648; by other persons, 38,797—increase, 3482. Total School Visits, 81,942—increase, 3721.

8. *Public School Examinations*.—The whole number of Public School Examinations was 7,143—decrease, 422; not two for each school, though the law requires that there should be in each school a public quarterly examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, etc.) resident in the School Section. It may not, perhaps, be easy to keep up the interest of *quarterly* examinations in each school; but there should certainly be *half-yearly* Public School Examinations—the one before the Christmas holidays, and the other before the Midsummer vacation. It may be found necessary to withhold the apportionment of the School Fund from schools in which this requirement of the law is not observed. Good teachers do not shrink from, nor are indifferent to, public examinations of their schools. They seek occasions to exhibit the result of their skill and industry; but incompetent and indolent teachers shrink both from the publicity and labour attendant on public examinations of their schools. The novelty and excitement connected with such examinations twice a year, together with the tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Common School education.

9. *School Recitations.*—The number of schools in which public recitations of prose or poetry by the pupils were practised, are 2,332—*increase*, 388. This exercise should be practised in every school, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of school duties have a happy influence upon the minds of pupils; and the more agreeable and attractive school labours, as well as school accommodations, can be made, the more successful and rapid will school progress become.

10. *School Lectures.*—By Local Superintendents, 2,684—*decrease*, 115; by other persons, 312—*decrease*, 56. Total, 2,996—*decrease*, 171. The lectures delivered by others than Local Superintendents are, of course, voluntary; but the law requires that every Local Superintendent should deliver, during the year, at least one lecture on education in each School Section under his charge. The number of schools reported was 4,480; the number of lectures delivered by Local Superintendents, as reported by themselves, was 2,684—1,796 less than the number of *schools* reported, and 1,871 less than the number of *School Sections* reported. The Statistical Table shows in which counties this neglect of duty occurs. The state of the weather and other circumstances may, in some instances, prevent the discharge of this duty, but cannot account for its failure in more than fifteen hundred School Sections. It is to be hoped that neglect of duty in this respect may not be an index of its neglect in other respects. The practice of giving lectures on various subjects is every year becoming more general and popular. It would be singular, indeed, if one lecture once a year in each School Section, on some branch of educational progress, could not be made instructive and popular.

10. *Time of Keeping the Schools Open.*—The average time of keeping the schools open, including holidays and vacations, was *eleven months* and five days—*increase* two days; almost twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts. The legal holidays and vacations include about one month of the year—a much less time than is allowed for school holidays and vacations by our American neighbours, and less than what nearly every person in most pursuits of life takes for purposes of recreation, travelling, and visiting. A larger vacation during hay and wheat harvest is generally desired, as expressed by County School Conventions, in accordance with the recommendation of a Select Committee of the Legislative Assembly; and such an arrangement will, I am persuaded, be a great convenience to the country, and no detriment to the schools, as the attendance at school during that period is extremely small and irregular, and, therefore, injurious in its influence upon both teacher and the school, apart from other considerations of health and labour.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been given to reward and encourage meritorious pupils, is 1,521—*decrease*, 126; a fact mainly attributable to the want of intelligence and fairness in the principles and manner of distributing these prizes in many instances. In some cases it may be ascribed to the same causes which have led to a decrease in the public examinations of schools—on which I have remarked in another place—the want of competence and industry in teachers—the not carefully attending to and recording the individual conduct and progress of the pupils, and, therefore, the absence of the data essential to an impartial and intelligent distribution of prizes to pupils. In other cases, there has been a desire to give something to every pupil, without reference to either conduct or progress, in order that none might complain, thus defeating the very object, and rejecting the principle for and on which the system of prizes is established, and on which the Divine Government itself is based—*rewarding every one according to his works.*

What I have said elsewhere, I may repeat here, that it requires intelligence and care, as well as impartiality on the part of the teachers, sustained by the trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among pupils, and multiplying entertaining and instructive books among the most promising youth of the land. Some teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that

the distribution of prizes excites feelings of dissatisfaction, envy and hatred, in the minds of the pupils who get no prizes. The answer is, that if the distribution of prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency*, on the part of each pupil during each term of the year—a fourfold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient school; nor does he desire the test of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully-selected and beautiful prize books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct*; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half year or year, but on the daily con-

duct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V. TABLE E.—PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS, TEXT BOOKS, MAPS, APPARATUS.

1. *Prayers and Reading of the Scriptures*.—Of the 4480 Common Schools reported, the daily exercises were opened and closed with prayer in 3035—increase, 39. No child can be compelled to be present at any religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing. The religious instruction, reading and exercise, are, like religion itself, a voluntary matter with trustees, teachers, and parents or guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume the authority of *enforcing* or *compelling* compliance with these provisions or recommendations. In some of the schools, the reading and prayers are according to the Roman Catholic Church; but those exercises are generally Protestant. The fact that religious exercises of some kind are voluntarily practised in 3061, out of 4480 schools, indicates the prevalent religious feelings and principles of the country; although the absence of such religious exercises in a school does not indicate the absence of religious principles or feelings in the neighbourhood of such school. There are many religious persons who think the day school, like the farm fields, is the place of secular work, the religious exercises of the workers being performed in the one case as in the other in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most free and prosperous in a country, it is gratifying to see the Public Schools avowedly impregnated with them to so great an extent.

2. *Text Books*.—In my last report, I explained the measures which had been adopted, and the course pursued step by step, to secure, in accordance with both public feeling and public interests, a uniform series of text books for the schools, and the almost complete success which had been the result. I also stated the steps which had been taken to prepare and introduce a new series of Canadian National School Readers, the use of which was made only *recommendatory* until the beginning of the current year. But the new series of Readers were so popular, and considered so great an improvement upon the old series, that the trustees and teachers, as if by common consent, abandoned forthwith the old, and adopted the new series before the close of the year; the old Irish National Readers having been discontinued in 3942 schools, and the new series of Canadian National Readers introduced into no less than 4054 schools—an authorized but voluntary change in text books in a single year to an extent unprecedented in any country, and which is the strongest popular endorsement possible of the new series of Canadian National Readers, and of the measures adopted to bring them into general use.

I am happy to be able to say that arrangements have been completed, by which a threefold object will be attained in respect to text books in all branches of instruction in the public schools. *First*, one uniform series of text books, thus ending and avoiding the evils connected with the use of an endless diversity of text books; *secondly*, due remuneration of the authors of such text books; *thirdly*, securing accuracy and uniformity in the printing of such books, a proper standard of excellence in their paper and binding, and at the same time preventing monopoly, and encouraging competitive skill and enterprise in their publication.

This will appear from the regulations on this subject, matured during the past two years, and finally adopted by the Council of Public Instruction in April of the current year, and which are as follows:—

1. In regard to those publishers and printers who have transferred, or may hereafter transfer to the Chief Superintendent of Education, and to the control of the Council, the copyright of School Text Books which have been, or may be approved and authorized by the Council, it is deemed right, and best for the encouragement of authors, and the maintenance of a proper standard in the mechanical execution of the books, that the Chief Superintendent of Education should not sanction or countenance, for at least twelve months after the authorization of such text books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first edition of such authorized school text books.

2. It is regarded by the Council as a duty in their acceptance of, and subsequent action respecting the copyright of any book authorized by them to be used in the Public Schools, to secure the interests of the public by the issue of a good and suitable edition at a reasonable price, and, at the same time, to provide, so far as they properly can, for the adequate remuneration of both author or editor and publisher.

3. The interests of the public are sufficiently secured by the existing arrangements, that no book or new edition shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

4. The interests of the publisher are also sufficiently provided for by the arrangement that he shall have exclusive rights for at least one year.

5. With a view to the adequate remuneration of the author or editor, and the encouragement of the preparation of literary or scientific works by Canadians, no extension of time shall be granted, nor any new or revised edition sanctioned or permitted without payment by the publisher for the privilege; the amount and mode of such payment to be determined by arbitrators, one to be selected by the Council of Public Instruction, one by the publisher, and an umpire, if required, to be selected by the two previously appointed. Such arbitrators shall also decide whether all or a portion, and if a portion, what portion, shall be paid to the author or editor, for the new or revised edition, even though the latter shall have been prepared by another editor specially employed for the work.

6. In the case of several publishers wishing to publish a new or revised edition, each shall pay the same amount.

7. The payment of the said arbitrators shall be divided equally between the author or editor, and the publisher or publishers.

8. In those cases in which works that are not portions of a series, are approved by the Council before publication, tenders shall be invited by public advertisement, from publishers within Canada, for the purchase of the exclusive right of publishing for at least one year, such tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, what part of each book will be executed within the Dominion.

9. New or revised editions shall not be published or advertised under the designation of new or revised editions until such date as may have been approved by the Council, and communicated to the publisher or publishers.

10. Each publisher of a new or revised edition shall give security, himself in \$2000, and two sureties in \$1000 each, guaranteeing that such edition, when completed, shall be, including each separate copy, in accordance with the official standard copy. The necessary bonds shall be prepared at the expense of the publishers, and executed before permission to print or advertise the new or revised editions.

11. Before the receipt of the final authorization from the Council, satisfactory provisions must have been completed relative to the payment of the author or editor.

12. All new or revised editions, after January 1st, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

I may add, as appears from the table, that the authorized text books only are used in nearly all the Public Schools, the exceptions being less than 100. Thus, what educationists of all countries have laid down as of the highest importance—uniformity of text books in the Public Schools of the same class—has been peaceably accomplished in Ontario; and these books, together with the maps, globes, and other school apparatus, already nearly all of domestic manufacture, and will be entirely so after the close of the current year. The list of authorized text books, so far as completed, is given in the appendix to this report.

3. *Maps, Globes and other Apparatus.*—The number of schools using maps is reported as 3,530—increase 55. The whole number of maps, 26,812—increase during the year, 882. The number of globes is 1,234—increase, 87. The number of blackboards, 4,253—increase, 28. Sets of apparatus, 359—increase, 34. Tablet lessons, 1,168—increase, 71. Magic Lanterns, 64—decrease, 11. The maps and globes and most of the other school apparatus are now of Canadian manufacture.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools was 162—increase during the year, 1.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance as compared with that of the Public Schools in the same Municipalities, was \$9,144—decrease, \$385. The amount apportioned and paid for the purchase of maps, prize books, and libraries, upon the usual condition of an equal sum being provided from local sources, was \$472—increase, 8. The amount of school rates from the supporters of Separate Schools was \$30,558—increase, \$3,776. The amount subscribed by supporters of Separate Schools and from other sources, was \$15,277—increase, \$3,424. Total amount received from all sources was \$55,452—increase, \$6,823.

3. *Expenditures.*—For the payment of teachers, \$38,845—increase, \$4,015. For maps, prize books, apparatus and libraries, \$1,157—increase, \$117. For other school purposes, \$15,448—increase, \$2,690.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 20,594—increase, 1,670.

5. The average time of keeping open the Separate Schools, including legal vacations and holidays, was 11 months.

6. The whole number of teachers employed in the Separate Schools was 236—increase, 26. Of these 94 were male teachers—increase, 12, and 142 female teachers—increase, 14.

7. The same table shews the branches taught in the Separate Schools, and the number of pupils in each—exhibiting a gratifying increase in the higher subjects.

General Remarks.—1. It is proper for me to repeat the remark that the Public Schools of Ontario are non-denominational. Equal protection to every religious persuasion. No child is permitted to be compelled to receive religious instruction or attend any religious exercise or reading against the wishes of his parents or guardians expressed in writing. I have known no instance of proselytism, nor have I received during the year a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as seen in Table C., there were 563 teachers of the Common Schools, Roman Catholics. Of these 236 taught in the Separate Schools; and 327 (91 more than in the Separate Schools) were teachers of the non-denominational Common Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the school system, and for which, did the feeling exist, a plea might be made on the ground that formal provision is made for Separate Roman Catholic Schools—then, according to the General Census, of the 464,315 children between the ages of 5 and 16 years, at least 70,000 of them must be the children of Roman Catholic parents. Of these only 20,594 attended the Separate Schools; the rest are taught in the Public Common Schools, of the teachers of which no less than 327 are Roman Catholics; and yet not a complaint has been made of even an attempt at proselytism or of interference with religious rights guaranteed by law.

3. Notwithstanding these facts the Legislature has made provision for the establishment of Separate Schools for any Roman Catholics who may desire them. In 1863, the Legislature of United Canada passed a Separate School Act which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question as far as it related to Upper Canada; and that Act was made by the Imperial Parliamentary Act of Confederation the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec. The Quebec Legislature has, in a liberal and patriotic spirit, passed an Act by which the Protestant minority are placed in all respects upon equal, and in some respects, upon better footing than are the Roman Catholic

minority in Ontario ; although it must be remembered that the schools of the minority in Quebec are not non-denominational as in Ontario, and the minority there have not equal protection and advantages in regard to both teachers and pupils in the schools of the minority as in Ontario. But I desire to express here my grateful and unqualified admiration of the enlightened and christian spirit in which the Legislature and Government of Quebec, under the premiership of the Hon. Mr. Chauveau, have dealt with the Protestant Separate Schools Question in that Province.

VII. TABLE G.—THE GRAMMAR SCHOOLS—RECEIPTS, EXPENDITURES, PUPILS, SCHOOLS.

Receipts.—The amount of balances from the preceding year (that is of moneys not paid on the 31st of December, 1868) was \$10,482—increase, \$1,101. The amount of Legislative Grant apportioned and paid was \$53,190—decrease, \$501. The amount apportioned and paid for *maps, prize books, etc.*, was \$862—decrease, \$8. The amount of *Municipal Grants* in support of Grammar Schools was \$34,182—decrease, \$4,926. The amount of *fees* of pupils was \$16,684—increase, \$1,078. Balances of the preceding year and other sources, \$13,787—decrease, \$2,134. Total receipts for 1868, \$129,189—decrease, \$5,389. There appears a decrease under every head of receipts, except of that of tuition fees.

Expenditures.—For salaries of masters and teachers, \$95,848—increase, \$1,028. For building, rent, and repairs of school houses, \$10,267—decrease, \$8,923. For maps, prizes, and libraries, \$2,184—increase, \$46. For fuel, books, and contingencies, \$9,346—increase, \$1,314. Total expenditure for 1868, \$117,646—decrease, \$6,533. Balances of moneys not paid at the end of the year, \$11,542—increase, \$1,144.

Number of pupils attending the Schools, 5,649—decrease, 47.

The number of Schools, 101.

VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, AND MISCELLANEOUS INFORMATION.

This Table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, collegiate degree or certificate of the head masters, and number of teachers employed in each school.

Total number of pupils in English, 5,563—decrease, 76 ; English Grammar, 5,437—decrease, 30 ; in Spelling and Dictation, 4,891—decrease, 5 ; in Reading, 4,912—decrease, 80 ; in Composition, 4,125—increase, 34. Total in Latin, 4,881—decrease, 290 ; in Harkness or Arnold, 3,815—decrease, 221 ; in Latin Grammar, 3,604—decrease 62 ; in Latin Exercises and Prose Composition, 2,302—decrease, 251 ; in Prosody, 469—decrease, 11 ; in Cæsar, 705—decrease, 43 ; in Virgil, 601—increase, 104 ; in Livy, 176—increase, 47 ; in Ovid, 115—increase, 24 ; in Cicero, 265—increase, 60 ; in Horace, 216—increase, 4 ; in Verse Composition, 101—decrease, 20 ; average attendance of boys in Latin, 2,116.5—increase, 237.5. Total in Greek, 871—increase, 69 ; in Harkness, 580—increase, 131 ; in Greek Grammar, 723—increase, 144 ; in written exercises, 499—increase, 65 ; in Lucian, 219—increase 65 ; in the Anabasis, 240—increase 30 ; in the Iliad, 190—increase, 73 ; in the Odyssey, 64—increase, 13. Total in French, 2,007—decrease, 157 ; in French Grammar, 1,900—decrease, 5 ; in Written Exercises and Composition, 1,626—decrease, 122 ; in French Dictation and Conversation, 410—decrease, 229 ; in Voltaire's Charles XII., 613—increase 50 ; in Corneille's Horace, 200—increase 70. Total in Arithmetic, 5,452—decrease, 74. Total in Algebra, 2,835—decrease, 6. Total in Euclid, 1,993—increase, 146 ; in Arithmetic, higher rules, 4,599—increase, 160 ; in Algebra, higher rules, 1,780—increase, 224 ; in Euclid, Books III and IV, 790—increase 87 ; in Trigonometry or Logarithms, 665—increase, 180 ; in Mensuration and Surveying, 533—increase, 70 ; in Ancient Geography, 1,261—decrease, 364 ; in Modern Geography, 4,764—decrease, 166. Total in History, 4,456—decrease, 178 ; in Ancient History, 1,143—decrease, 202 ; in Physical Science, 1,533—decrease, 343 ; in Christian Morals, 1,161—increase, 127 ; in Civil Government, 190—increase 53 ; in Writing, 4,694—decrease, 128 ; in Book-keeping and Commercial Transactions, 1,542—increase, 257 ; in Drawing, 647—decrease, 29 ; in Vocal Music, 241—decrease, 146 ; in Gymnastics, 512—decrease, 193 ; in Military Drill, 731—

decrease 162 ; Schools in which the Bible is used, 63—increase, 2 ; Schools in which there are daily prayers, 87—increase, 3 ; Schools under *united Boards* of Grammar and Common School Trustees, 67 ; number of *Maps* in Schools, 1,654—decrease, 27 ; number of *Globes* in Schools, 144—increase, 2 ; number of pupils *matriculated into* some University, 84—increase 28 ; number of Masters and Teachers employed in the 101 Schools, 161—increase, 2.

IX. TABLE I.—METEOROLOGICAL OBSERVATIONS.

The reports of these observations—provided for by Section 26 of the Consolidated Grammar School Act, and Section 11 of the Grammar School Improvement Act—were given very fully in my Report for 1867. The official records are as complete for 1868, with the exception of some temporary suspension at two or three stations, occasioned by a change of observers, and accidents to the instruments, which, with one exception, have since been remedied. The records are not, however, as fully published for 1868, in consequence of the expense which the printing of them occasions. A table of certain annual results, however, is subjoined, and in Table I. the monthly abstracts are given. The remarks by observers, though valuable and, indeed, necessary as parts of their reports, cannot be reproduced here. They are, however, filed in the office for inspection, and, if required, for future publication. The observers, whose names are appended to Table I, continue to discharge their duties with accuracy and diligence, the result being the collection of a most valuable series of *data* for the scientific inquirer, while the practical importance of such statistics is generally admitted. The Table I. and the corresponding tables for 1866 and 1867, give the best available illustration of the climate of the Province.

TABLE of certain Results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
BAROMETER, Corrected to 32°, and approximately reduced to sea level.*				
Annual Mean Pressure { at 7 A.M..... at 1 P.M..... at 9 P.M..... Mean.....	No observations at this station for October, 1888.	29.9338 29.9108 29.9170 29.9205 30.628	Observations defective during October, November and December.	29.9753 29.9825 29.9696 29.9658 30.577
Highest pressure.....		7 a.m. Feb. 24.		9 p.m. Feb. 22.
Date of highest pressure.....		30.0446		30.0614
Highest monthly mean pressure.....		October.		February.
Month of highest mean pressure.....		29.8025		29.8609
Lowest monthly mean pressure.....		May.		May.
Month of lowest mean pressure.....		29.145		28.801
Lowest pressure.....		9 p.m. Dec. 7.		9 p.m. Feb. 28.
Date of lowest pressure.....		1.483		1.776
Annual range.....		1.249		1.776
Greatest monthly range.....		February.		February.
Month of greatest range.....		1.206		1.125
Greatest daily range (24 hours).....		December 17-18.		February 28-29.
Date of greatest range.....				
TEMPERATURE.				
Annual means { at 7 A.M..... at 1 P.M..... at 9 P.M..... Mean.....	No observations at this station for October, 1888.	39.16 48.26 42.29 43.24	Observations defective during October, November and December.	41.91 46.13 42.74 43.59
Mean maximum.....		51.80		51.14
Mean minimum.....		33.37		35.54
Mean range.....		18.43		15.60
Greatest daily range.....		40.50		37.6
Day of greatest range.....		January 20.		February 21.
Least daily range.....		3.0		3.8
Day of least range.....		October 22.		Nov. 6 & Dec. 25.
Highest temperature.....		97.2		89.6
Day of highest temperature.....		July 14.		July 13.
Lowest temperature.....		-25° 1		-10.8
Day of lowest temperature.....		March 3.		February 22.
Warmest month.....		July.		July.
Mean temperature of warmest month.....		76°.14		74.52
Coldest month.....		February.		February.
Mean temperature of coldest month.....		14°.25		16.89
Warmest day.....		July 14.		July 14.
Mean temperature of warmest day.....		85.43		82.80
Coldest day.....		February 7.		February 22.
Mean temperature of coldest day.....		-5°.40		-4.80
TENSION OF VAPOUR.				
Annual means { at 7 A.M..... at 1 P.M..... at 9 P.M..... Mean.....	No observations at this station for October, 1888.	.269 .313 .292 .291	Observations defective during October, November and December.	.275 .299 .277 .283
Highest monthly mean tension.....		.672		.676
Month of highest mean tension.....		July.		July.
Lowest monthly mean tension.....		.088		.088
Month of lowest mean tension.....		February.		February.
HUMIDITY.				
Annual means { at 7 A.M..... at 1 P.M..... at 9 P.M..... Mean.....	No observations at this station for October, 1888.	86 76 85 82	Observations defective during October, November and December.	83 77 82 80
Highest monthly mean humidity.....		92		88
Month of highest mean humidity.....		December.		January.
Lowest monthly mean humidity.....		73		76
Month of lowest mean humidity.....		July.		April, May, August, October.

* In Table I, the barometric results are not reduced to sea level, but

at Ten Grammar School Stations, for the year 1868.

HAMILTON.	PETERBOROUGH.	SIMCOE.	STRAITFORD.	WINDSOR.	
29.967 29.962 29.959 29.963 31.163 1 p.m. January 31. 30.0854 October. 29.8243 May. 29.198 9 p.m. December 7. 1.965 1.860 January. .877 April 8-9.	Barometer out of order June and July.	29.9385 29.9084 29.9209 29.9226 30.556 7 a.m. Feb. 24. 30.0382 October. 29.8159 May. 29.121 1 p.m. Dec. 8. 1.428 1.307 December. .852 April 8-9.	29.8322 29.7126 29.6119 29.7822 30.381 7 a.m. Feb. 3. 29.9078 February. 29.7162 May. 29.191 7 a.m. Dec. 8. 1.190 1.076 March. .773 April 8-9.	20.9209 29.8993 29.9074 29.9092 30.454 March 11. 30.0132 October. 29.7992 May. 29.293 9 p.m. April 15. 1.236 1.157 March. .799 April 8-9.	30.0268 30.0046 30.0139 30.0151 30.626 7 a.m. Feb. 3. 30.1263 February. 29.8787 May. 29.265 9 p.m. April 15. 1.361 1.148 January. .772 March 17-18.
° 41.34 50.90 42.72 44.98 55.88 31.23 24.63 49.5 June 18. 5.5 May 2. 106.3 July 14. -18.5 February 3. July. 77.99 February. 18.34 July 14. 86.6 February 3. -2.7 .167 .291 .277 .278 .655 July. .069 January.	° 35.20 45.27 40.13 40.20 50.79 25.37 25.42 64. February 8. 8.5 Nov. 25 and 28. 97.9 July 14. -40.0 Feb. 8 and 11. July. 75.15 February. 6.35 July 14. 87. February 7. -17.10 .240 .264 .257 .254 .654 July. .069 January.	° 37.62 48.79 40.14 42.18 52.29 29.17 23.12 45°. February 8. 4.0 November 10. 99.1 July 13 and 14. -24.8 February 24. July. 77.54 February. 12.21 July 14. 86.53 February 10. -8.86 .245 .264 .252 .253 .601 July. .075 February.	° 38.99 48.72 41.70 43.14 53.96 defective. 98.5 July 14. -19.6 February 11. July. 75.87 February. 16.39 July 14. 83.60 March 3. -6.40 .254 .291 .275 .273 .734 July. .084 February.	° 38.76 47.15 41.04 42.32 50.48 32.71 17.77 37°.8 February 14. 3°.8 December 22. 93.5 July 14. -20°.0 March 3. July. 74.99 February. 14.78 July 14. 83°.0 March 3. -6°.37 .267 .292 .279 .279 .669 July. .080 February.	° 41.81 52.19 43.33 45.78 54.83 35.75 19.08 45.8 February. 3°.3 December. 97.7 July 14. -21°.0 February 3. July. 77.98 January. 18.50 July 14. 84°.63 February 3. 1°.60 .287 .299 .294 .293 .716 July. .086 January.
81 65 89 75 80 November. 66 July.	82 66 79 75 87 January. 63 April.	81 63 79 74 83 November. 65 July.	85 70 76 77 85 January. 73 April, July.	88 72 85 82 90 Jan., Dec. 71 April.	84 63 83 77 91 December. 69 April.

the estimated elevation of the respective stations is there stated.

TABLE of certain Results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
VELOCITY OF WIND.*				
Annual means { at 7 A.M.....		1.23		1.19
{ at 1 P.M.....		1.34		1.14
{ at 9 P.M.....		1.07		1.17
{ Mean.....		1.21		1.17
Highest monthly mean velocity.....		1.4		2.82
Month of highest mean velocity.....		August.		December.
Lowest monthly mean velocity.....		1.0		0.9
Month of lowest mean velocity.....		November.		July.
AMOUNT OF CLOUDINESS.†				
Annual means { at 7 A.M.....		5.39		6.23
{ at 1 P.M.....		5.64		5.92
{ at 9 P.M.....		5.71		5.14
{ Mean.....		5.58		5.76
Highest monthly mean cloudiness.....		7.18		9.1
Month of highest mean cloudiness.....		January.		December.
Lowest monthly mean cloudiness.....		4.30		3.3
Month of lowest mean cloudiness.....		August.		July.
RAIN AND SNOW.				
Number of rainy days.....		92.		75.
Duration in hours and minutes.....		378.30		467.35
Depth in inches.....		22.644		23.1058
Number of snowy days.....		42.		68.
Duration in hours and minutes.....		220.30		458.5
Depth in inches.....		124.0		99.5
Total depth of rain and melted snow.....		35.134		33.0558
Month of greatest precipitation.....		November.		December.
Depth.....		4.820		5.7278
Month of least precipitation.....		July.		July.
Depth.....		.636		0.0509
AURORAS.				
Number of nights { Class I.....		0		
{ Class II.....		1		
{ Class III.....		0		2
{ Class IV.....		7		11
{ Sky unfavourable, observation doubtful.....				
{ Sky unfavourable, observation impossible.....		187		161
{ Sky favourable, none seen.....		119		140

at Ten Grammar School Stations, for the year 1868.—*Continued.*

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
1.3	1.6	1.15	.....	2.1	1.54
1.2	1.8	1.88	.....	2.9	2.17
0.9	1.4	1.65	.....	1.8	1.81
1.13	1.6	1.35	1.03	2.27	1.64
1.5	2.5	1.86	1.24	3.0	3.03
January, February.	April.	February.	October.	May.	March.
0.9	0.73	0.8	0.61	1.53	1.13
May, November.	January.	July.	July.	July.	July.
6.2	6.8	5.90	6.25	7.0	6.32
6.9	6.7	6.57	6.81	7.0	6.49
5.1	5.8	5.32	4.82	5.5	5.41
6.02	6.4	5.93	5.96	6.5	6.07
7.8	7.2	7.94	8.13	8.8	7.6
December.	December.	December.	January.	January.	November.
4.3	5.2	2.99	2.80	4.6	3.4
August.	August.	July.	July.	June.	August.
89.	98.	82.	107	86	90
174.15	176.	533.13	.....	538.10	356.40
25.4549	10.5495	20.623	.....	28.4798	25.945
47.	89.	57.	68	66	31
256.	274.	535.17	.....	490.30	122
65.773	63.74	95.24	.....	115.9	58.36
32.0322	16.5060	30.147	.....	40.0698	31.781
February.	August.	August.	November.	June.	March.
4.5750	2.3483	4.910	.....	5.8559	5.184
July.	March.	April.	July.	July.	February.
0.6166	0.8551	1.479	.....	.0509	1.350
1	1	.....	.....	1	1
.....	15	.....	.....	9	3
.....	14	3	3	10	7
13	34	26	16	.....	.....
.....	19	33	.....	1	7
160	177	148	145	170	149
143	61	106	148	175	143

X. TABLE K.—NORMAL AND MODEL SCHOOLS.

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically, how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those, who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board. The majority of candidates are those who have been teachers and who possess County Board Certificates of qualification—many of them first-class certificates. The table shows that of 5,397 candidates admitted to the Normal School in twenty years, 2,712 of them had been teachers.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a Model School for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education delivers a short course of lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

Table K. contains three abstracts, the first of which gives the gross number of applications, attendance of pupils, certificates, and other particulars respecting them, during the twenty years existence of the Normal School, the second abstract gives the Counties whence the students have come; and the third gives the religious persuasion of the students.

XI. TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

As the Common and Grammar Schools are only a part of our educational agencies, the private schools, academies, and colleges must be considered in order to form a correct idea of the state and progress of education in Ontario. Table L. contains an abstract of the

information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are sixteen Colleges (several of them University Colleges), with 1,930 students; 282 Academies and Private Schools, with 6,655 pupils. Total Colleges, Academies, and Private Schools, 298—decrease, 30. Total students and pupils, 8,585—decrease, 88.

XII. TABLE M.—FREE PUBLIC LIBRARIES.

1. These Libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law, by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which, after examination, have been approved by the Council of Public Instruction) is printed, and sent to the trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue, the local municipal and school authorities desirous of establishing and increasing a library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at cost prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these books are disposed of to any private parties, except Teachers and Local Superintendents, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful works which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

2. This Table contains *three* statements; *First*, of the Municipalities which have been supplied with libraries or additions during the year; *Second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes and other public libraries; *Third*, the number of volumes, and subjects of them, which have been furnished as libraries and prize books to the several counties each year from the commencement of the system.

3. (*Statement No. 1.*) *The number of Libraries that have been established, or received additions during the year*, is 61. The amount expended for that purpose is \$4,420, of which the one-half has been provided from local sources—*increase*, \$1,015. The number of volumes supplied is 6,573—*increase*, 1,147.

4. (*Statement No. 2.*) *The value of Public Libraries furnished to the end of 1868* (of which the one-half has been provided from local sources) is \$127,474; the number of libraries established, not including divisions, 1070; the number of volumes furnished, 227,610. The Table gives the reported number of volumes taken out of the libraries in each county, and the number of applications for books during the year.

5. *Sunday School Libraries* reported, 2,202—*increase*, 63; number of volumes in these libraries, 326,937—*increase*, 2,115. *Other Public Libraries*, 384—no *increase* reported; number of volumes in these libraries, 173,680—*increase*, 150. Total number of Public Libraries in Ontario, 3,656—*increase*, 98. Total number of volumes, 728,227—*increase*, 8,838.

5. (*Statement No. 3.*) This important Statement contains the number and classification of public libraries and prize books sent out from the Depository of the Department from 1853 to 1868 inclusive. The total number of volumes for *Public Libraries* sent out is 231,220. *History*, 40,180; *Zoology and Physiology*, 14,845; *Botany*, 2,732; *Phenomena*, 5,944; *Physical Science*, 4,617; *Geology*, 2,005; *Natural Philosophy, and Manufactures*, 12,798; *Chemistry*, 1,508; *Agricultural Chemistry*, 775; *Practical Agriculture*, 9,271; *Literature*, 22,406; *Voyages*, 19,290; *Biography*, 26,485; *Tales and Sketches, Practical Life*, 65,374; *Fiction*, 150; *Teachers' Library*, 2,840. *Prize Books*, 388,137. Grand total of library, and prize-books (including 9,268 volumes furnished to Mechanics' Institutes), 628,009.

XIII. TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS, AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize-books for the schools—the one-half provided from local sources—was \$25,923—decrease, \$2,346. For details, the table is referred to; but the number of Maps of the World, Europe, Asia, Africa, America, British North America and Canada, Great Britain and Ireland, Single Hemispheres, Classical and Scriptural Maps, other Charts and Maps, was 1,625. *Globes*, 101; *Sets of Apparatus*, 54; other articles of school apparatus, 296; Historical and other lessons in sheets, 4,694; volumes of prize-books, 54,715.

2. It may be proper to add that the maps, apparatus, and prize-book branch of the school system was not established until 1855. From that time to the end of 1868, the amount expended for maps, apparatus, and prize-books (not including public libraries) was \$239,768—the one-half of which has been provided from local sources, from which all applications for the articles provided have been made. The number of Maps of the *World* furnished is 2,190; of *Europe*, 3,393; of *Asia*, 2,745; of *Africa*, 2,553; of *America*, 2,888; of *British North America and Canada*, 3,161; of *Great Britain and Ireland*, 3,357; of *Single Hemispheres*, 2,252; *Classical and Scriptural Maps*, 2,384; *other Maps and Charts*, 4,958; *Globes*, 1,755; *Sets of Apparatus*, 310; *other articles of School Apparatus*, 13,275; Historical and other Lessons in sheets, 143,092; volumes of Prize Books, 388,137.

I may also repeat the following explanation of this branch of the Department:—

“The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expense.”

XIV. TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School teachers, is as follows:—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at

the rate of \$5 for that year, in order to be entitled to share in the fund when worn-out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the table that 246 teachers have been admitted to receive aid, of whom 103 have died, were not heard from, and resumed teaching, or withdrew from the fund before and during 1868 the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1868 was 69 years; the average length of time of service in Ontario was $21\frac{1}{2}$ years. No time is allowed applicants except that which has been spent in teaching a Common School in Ontario; though their having taught school many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Common School teachers after teaching only a few years in this Province—which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last three reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

XV. TABLE P.—EDUCATIONAL SUMMARY FOR 1868.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1868 was 4,882—increase, 27; the whole number of students and pupils attending them was 434,933—increase, 18,121; the total amount expended for all educational purposes was \$2,027,198—increase, \$107,175. The total amount *available* for educational purposes was \$2,239,639—increase, \$112,070.

XVI. TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1868 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analysing and comparing the statistics contained in Table Q. that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1868 the number of Common Schools has been increased from 2,800 to 4348; and the number of pupils attending them from 130,739 to 399,305. The amount provided for the support of Common Schools has been increased since 1848 from \$344,276 to \$1,146,543, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, but which in 1868 amounted to \$441,891—making the aggregate for Common School purposes in 1868, \$1,588,434. Then the number of free schools since 1850 has increased from 252 to 3,968; to which are to be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus, (of domestic-manufacture) prize books and public libraries.

XVII. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational grants, for the purpose of improving school architecture and appliances, and to promote art, science, and literature by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions made at a comparatively small expense, are of great variety and value.

XVIII. EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most school reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development—the intelligent and noble struggles of some new settlements to educate their children,

and the shameful negligence of some old settlements in regard to the education of their children.

Character of these Reports.—In Appendix A to this Report, I have given extracts from the reports of Local Superintendents of townships, cities, towns, and incorporated villages. These extracts of reports, impartially given, are few in comparison with the five hundred municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks—indicating probably the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the schools in many places does not arise from any complained of defects in the school law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced, and far less progressive, than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report for last year.

4. *Best Teachers the Cheapest.*—That as the best made shoes, and waggons, and fences, and farm-tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the proper education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and miscalled cheap teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class teachers, and prescribing a minimum teacher's salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified teachers whom they license from being deprived of, or driven from employment by the meanness and folly of trustees who employ incompetent teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favour of free schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the free school principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage *punctuality, good conduct, diligence, and perfect recitations* of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is scarcely a dissenting voice as to the salutary influence of distributing prizes as an encouragement and reward to meritorious pupils in the schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, has been where the prizes have been distributed in an exceptionable manner—by the teacher alone, or upon the single ground of cleverness or success at final examinations, and not embracing rewards also for *punctuality, good conduct, diligence*, (as suggested and provided for by the four classes of merit cards), as well as for perfect recitations. The testimony is unanimous and unqualified as

to the very beneficial influence upon teachers and pupils of competitive examinations among the pupils of the several schools of a township. The twofold objection heretofore urged in a few instances is now seldom repeated; namely, that the distribution of prizes is not an appeal to the high motives of *duty*, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that of discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection, according to the principle of which, punctual, well-conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy, and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

9. These Extracts from local reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its members, and which were subsequently approved of by four-fifths of forty County School Conventions.

XIX. COUNTY SCHOOL CONVENTIONS.

In the months of *February* and *March* of the current year, I made my fifth official tour of Ontario, for the purpose of conferring with all classes of friends of education in each county, on the several provisions of the proposed Grammar and Common School Bills which had been recommended by a Select Committee of the Legislative Assembly. The result of these consultations in fifty County School Conventions are given, as far as reported, in Appendix C. I may observe that the provisions of the Grammar School Bill were approved with unprecedented unanimity, as was the Common School Bill, with the omission of one or two clauses, and the modification of two or three others. I have no doubt that, with the aid of the information thus acquired, and the consultations thus had, these measures may be matured so as to secure the approval of all parties, and render the legal machinery of our school system as complete as the circumstances of the country will permit.

XX. REPORT OF THE INSPECTOR OF GRAMMAR SCHOOLS.

The annual reports of the Rev. Professor Young, late Inspector of Grammar Schools, were read with much interest during the four years that he so ably and faithfully discharged the duties of the office; and his suggestions for the improvement of the Grammar Schools, especially in regard to the higher branches of English, have justly commanded much attention, and been considered of much value. The Rev. J. G. D. MacKenzie, A.M., the present Inspector of Grammar Schools, has taken up the subject of Grammar School studies and improvement where his able predecessor left off, and has presented one of the most suggestive and valuable reports I have been permitted to transmit. Mr. MacKenzie's Report, which I append to my own, breathes kindness in every line, and is replete with sound views and practical remarks—evincing the need and appropriateness of the provisions of the Grammar School Bill, which was recommended by a Select Committee of the Legislative Assembly at its last Session, and which has been cordially and almost unanimously concurred in by all parties concerned, from one end of Ontario to the other.

XXI. CONCLUDING REMARKS.

It is not my intention to offer extended remarks in this Report on what I believe the wants and interests demand as to the interior development of our Schools, their relations, subjects and methods of instruction in new departments. This may be desirable and more appropriate after the passing of the proposed Common and Grammar School Amendment Bills, and the preparation and promulgation of the programmes of instruction contemplated by them. The convictions I expressed in concluding my last Annual Report have been strengthened by the experience and observations of another year. I think the tendency

of the youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the profession of the law, medicine, etc., but it appears to me very important, as the fundamental principles and general machinery of our school system are settled, that the subjects and teaching of the schools should be adapted to develop the resources and skilful industry of the country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the vegetables and flowers and trees with which he daily meets; the insects and birds and animals of his country; the nature of its soils and minerals; the chemical and mechanical principles which enter into the construction and working of the implements of husbandry; the machinery of mills, manufactures, railroads, mines; the production and preparation of the clothes we wear, the food we eat, the beverages we drink, the air we breathe; together with the organs of our bodies, the faculties of our minds, the rules of our conduct. The mastery of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside; and the knowledge of them would contribute vastly more to skilled and various industry, and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time and attention of many youth in our Grammar Schools as narrated in the Inspector's excellent report hereto annexed.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, August 27th, 1869.

REPORTS AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF
ONTARIO FOR THE YEAR 1868, BY THE REVEREND J. G. D. MACKENZIE, M.A.,
INSPECTOR.

REVEREND SIR,— Having already placed in your hands a special and detailed report of each of the Grammar Schools, which it is my duty to inspect, for the latter half of the year 1868, I have now the honour to submit a general statement of their condition, together with such comments as seem to me to be naturally suggested by the insight I have obtained into the working of the schools.

DISCIPLINE.

As the maintenance of proper discipline is essential to the prosperity of the school, lying, so to speak, at the very root of the master's efficiency and the pupil's progress, I cannot do better than make that my starting point. It gives me much satisfaction that I am able to state that my impressions on this head are most favourable. I have had the pleasure of observing, with but two or three exceptions, the utmost order and decorum; a quiet and respectful deportment, and a cheerful submission to authority on the part of the pupils, which speak well for the character of the masters, who, by their firm and discreet government, have brought about this happy state of things, and for the good spirit of the pupils, showing that the masters, as a general rule, have their schools under perfect control, and leading to the conviction that our Grammar Schools are exerting a very salutary influence over the principles and the manners of our youth. In answer to my inquiries with reference to discipline, only two cases of special severity in the infliction of corporal punishment were reported to me, and very few suspensions. Of those where the offence was committed one day, and reparation made the very next, by adequate

apology or otherwise, I have kept no record: in three instances, I regret to say, the offender did not return to the school, though the eldest of the three was only in his seventeenth year.

There are parents who would acquiesce too easily in the pupil's thus cutting himself off from the privileges of the school, and this consideration alone, even if the regulation were not so wisely explicit, would deter the master from resorting to suspension, except where other measures have failed, or where age, or other circumstances, render any other mode of treatment inapplicable. I am much gratified in being able to record the remarkable rarity of corporal punishment in our Grammar Schools, not because I have the slightest sympathy with those who entertain a morbid antipathy to corporal punishment, which is real kindness in the end, when it takes the shape of "such discipline as would be exercised by a judicious parent in his family;" but because even justifiable frequency of punishment in this form does not seem to be required in our higher schools, where the pupils very generally appear to be animated by the good spirit which should accompany promotion to a higher sphere. Masters at the head of Union Schools have told me repeatedly, that though the discipline of the Common School department has at times given them trouble, they have had no trouble with the Grammar School. This indicates an *esprit de corps* which is much to be commended.

CONDITION OF THE SCHOOL BUILDINGS.

In most of our towns, and in some of our larger villages, the school building (occupied in most cases by the united schools) stands forth prominently to view, a substantial, and, in not a few instances, an elegant structure; an enduring monument also of the interest felt for education in the public mind, and the efforts made to secure it. We have about 30 of these substantial buildings more or less attractive in exterior, and well arranged within—amply provided with good furniture, and supplied by proper ventilation with wholesome air. At the other end of the list, we have some dozen or so of others which are poor, some of them indeed quite unsuitable. In these cases, or the most of them at all events, the trustees are awaiting the enactment of the new law, and where the working of that law may be favourable to the maintenance of the school, these new buildings will no doubt be erected with all convenient speed. Between these extremes of the costly structure and the poverty-stricken tenement lie the residue of the schools, which, if they be not pleasing to the eye, are yet sufficiently commodious and wholesome. As the returns from the several schools furnish you with statistics on the subject, I need not dwell longer upon it.

COURSE OF INSTRUCTION, CLASSICS AND MATHEMATICS.

In estimating the work done by the Grammar Schools in classics and mathematics, it seems unfair that the character of those which are really what the Grammar Schools ought to be—nurseries of the Universities—should suffer by their being classed with others which are not required in their localities for such work at all. Grammar Schools have been opened in places where there is no demand for University training, nor even for instruction in classics and mathematics of a lower grade than is required for matriculation; places where the wants of the community would be fully supplied by a good English education. In such places it would be unreasonable to expect that much should be done in classics and mathematics. The classical part, at least, is thoroughly unpopular. Parents, at home, speak of it to their children (and with perfect truth) as a thing that is not going to help them in the least to "get on" in the world; and the pupils at school show themselves apt enough at taking up the parental view, evincing no taste for the study, going about it with a listless and reluctant spirit, regarding it, in short, as so much of slave-labour. Nominally, there is work done which you would not look for in such rural, or comparatively rural localities. You are told, for example, of a class in Cæsar. You are anxious to see how Cæsar's Commentaries are read, amid green fields and under the shade of forest trees by boys and girls who are destined simply for the honourable occupations of farm-life. The Cæsar class is called up. A few moments suffice to show you what prospect the pupils have of profiting by the study of Latin, and to what extent they relish their work. Not one of the class can conjugate "*volo*"; startling innovations on declension are

perpetrated, such as *frigus, frigi!* Equally startling liberties are taken with conjugation; whilst "*vicos quos incenderent*" given as "*the villages which should be burnt,*" puts you in possession at once of the style of translation. You see at a glance that the whole thing is miserably unreal; that, as classical schools, such schools are wholly unnecessary, and that the sooner the new law releases them from the yoke of compulsory Latin the better. Time will show whether it will be possible or expedient to maintain all these schools even as High English Schools. In many cases, certainly, the Common School would meet the educational necessities of the locality, and the presence of the weak Grammar School, whilst it draws off nourishment from a more vigorous institution elsewhere, hinders the natural development of the Common School by assuming a portion of its work and dividing its responsibility. Excluding from our consideration these unnecessary schools, we have a respectable residue—respectable both as to number and achievements—which are *bona fide* classical and mathematical schools,—sound members of the educational system, intermediate between the Common School and the University, and, from time to time, in different degrees, recruiting the ranks of the latter. As a statement expressed in general terms may make a comparatively feeble impression, I cannot do better than give a few extracts from my special reports which will convey a definite idea of the judgment I have been led to form with reference to the efficiency of some of our best Grammar Schools. For example, in the case of one of our leading schools the result of my inspection is thus recorded: "I gave the senior algebraists some problems in equations, simple and quadratic, presenting some nice and difficult points, which were disposed of much to my satisfaction. The attainments of the same boys in geometry were rather more variable. They were enough, however, to do justice to the teaching they had received. There can be no doubt that the qualifications of Mr. * * * as an instructor in mathematics, rank high. As to the classics, nine of the boys were tried in the 1st book of the Iliad; some five or six of these did extremely well—well enough to promise something distinguished in academical honours, should they enter the University. I was particularly pleased with the careful and methodical manner in which the Homer was handled; first, the metrical peculiarities of the line, then the scansion, then any figures to be found in the lesson; and so on, no point being overlooked, everything thorough and searching." In another instance, in regard to the junior classical work, I find the record:—"I have not met with anything that has excelled, in parsing more particularly, the performance of a class of ten in Harkness's Reader." In a third instance the report is as follows:—"I found the school in excellent condition. Every subject was more or less creditable, some of the subjects meriting special praise. The Algebra, for example, ranked with the best. The Geometry was somewhat weaker, but still good. With four boys in the Iliad I have no fault to find,—translation good, parsing unexceptionable. The same four were taken in Horace; I have met with nothing better than their performance in any class I have either taught or examined." I might make up a pretty lengthy report merely with quotations of this sort, more or less emphatic, all contributing to show how large a body of well-trained and accomplished scholars our Universities have sent forth, possessing sound judgment, tact and skill, and patient perseverance, as well as scholarship,—for the management of our higher public schools, and affording proof the most satisfactory that their valuable services have largely promoted the education of the youth of our land. Defects of method may, no doubt, be here and there pointed out, arising, for the most part, from the large amount of work which the masters have to do, for the masters of our Grammar Schools are, as a general rule, overworked. Attention to Greek and Latin Grammar as a separate study is not sufficiently regarded in some of the schools in connexion with the higher classes, the pupils in the cases to which I allude being usually limited to such points of inflexion and construction as the text of the prepared lesson may happen to suggest. Again, in some of the schools, Latin composition in prose and verse might be more actively cultivated and carried further. I hope, moreover, soon to see the day when none of our Grammar School masters shall be so pressed for time as to be tempted, for the sake of saving time, to adopt with the junior pupils, or with any pupils who have not reached a proficiency to justify such freedom, the practice of translation to the exclusion of construing or taking word for word. To the too early and injudicious adoption of translation we owe such renderings amongst the lower classes as this: "*Imbecilli animi est superstitio,*"—"Superstition is a weakness of the mind," whilst in the higher classes it must largely encourage the substitution of

the too liberal helps in Anthon's Notes for the patient use of the grammar and the lexicon, with the delusion thence naturally arising that mere fluency of translation is knowledge of the language.

COURSE OF INSTRUCTION, ENGLISH BRANCHES.

I come now to the weak point of our Grammar Schools, the education in the mother-tongue. Let me, at the outset, so far as the masters are concerned, do them the justice of saying that I regard the general deficiency in this respect as being, in the main, the fault of the system under which they have been working, or more strictly, of that feature of the system which has presented a strong temptation to the comparative neglect of English, by virtually forcing Latin upon all and giving the masters a needlessly heavy amount of classical work, and that, to a large extent, with pupils hard to teach, because most unwilling to learn. My able predecessor, the Reverend Professor Young, has shown in several instances, with what little intelligence many, even of the elder pupils, are in the habit of reading their own language, and no one can have read his statements on this head without coming to the conclusion that the cultivation of their own living language has been largely sacrificed to the study—in most cases the reluctant study—of a dead language, of great beauty and value indeed as an instrument of mental culture, but unduly pressed by being made necessary to the pecuniary support of the school. My experience entirely coincides with that which he has so strongly described. As to unprofitable Latin and Greek, in conjunction with neglected English, I have met with that in every stage, from the boy of fourteen or fifteen who, with the chime of the Latin noun-endings ringing in his ears, wrote in his dictation "as and es" for "assignees"—to the young man in the "Anabasis" who sadly contravened the historian's estimate of the character of Cyrus by attributing to that naturally humane prince not the cutting down of the trees in the park of Belisys, but the cutting to pieces of the unhappy Belisys himself, the novel rendering being elucidated and confirmed by the equally novel comment that this was a mode of punishment peculiar to the Persians. This latter incident occurred at one of our rural schools. Now, supposing there had been no classical school at this place, what would have been the effect? Either the young man, who was simply throwing away the time expended upon Greek, would never have taken up that language at all, confining himself to his own; or, the circumstances of his case permitting, he would have been sent as a boarder to a distant school where his Greek might have become a reality. As to reading the mother-tongue without intelligence, I shall content myself with a single case in connection with another of our rural schools. The lines on the "*Coral Insect*," in the 5th Book, were given to a class of about a dozen, both male and female pupils, some two or three of them being young women. None of the class could give me the meaning of "*ephemeral*,"—the opinion of the greater number inclining to "*numerous*"—"tented field" was considered to indicate "*the inhabited world*," and the allusion in the line "*o'er the whirlpool ripens the rind of gold*" was lost upon all. It was one of the too numerous cases in which English had been sacrificed, and that for a miserable quantum of Latin of no appreciable value, for the pupils were only about the middle of Arnold's First Book; their work was utterly without life; most of their time, I make no doubt, had been grudgingly given up to an unprofitable subject in which they felt no interest, whilst that instruction in their own language which would have been of real service to them had been very imperfectly imparted. In order to test the attainments of the schools in English and to get at an estimate as accurate as possible of their comparative standing in this respect, I decided on trying the pupils with an exercise in dictation—the same at every school—which should contain a few of the more difficult words of the language and involve, besides, instances of ungrammatical construction, to enable me to judge of their ability to apply the rules of Syntax by detecting and correcting violations of these rules. Five short sentences were used for this purpose, containing in all five errors in grammar. These errors were intended to illustrate the employment of the subjunctive mood; the concord of the verb with the relative as its nominative, and of the relative with its antecedent; the use of the distributive pronoun with a verb in the singular; and the construction of the participial noun. My practice was to ask for the best in the school, not to exceed twelve, to undertake the exercise. I examined, in this way, 1020 with the following result in Syntax. Of these 1020

98	or about 9.5	per cent.	were faultless.			
213	"	20	"	corrected 4 of the 5 errors.		
263	"	25	"	"	3	"
290	"	20	"	"	2	"
162	"	16	"	"	1	"
64	"	6	"	"	none	"

The following exhibits the more satisfactory result in spelling. The test-words, I may mention, were "ducats," "assignees," "financiers," "euphony," "emphasis," "merchandise," and "phenomenon."

478	or about 45	per cent.	were faultless.
210	"	20	" had 1 mistake.
154	"	15	" 2 mistakes.
80	"	8	" 3 "
53	"	5	" 4 "
34	"	3	" 5 "
11	"	1	" 6 "

When these results, more particularly in Grammar, are compared with the statements made by my predecessor, which appear to have been founded on a different mode of proceeding, the body of evidence must be admitted to be complete, and a strong case made out in favour of the main principle which it is sought to establish by the enactment of the new law. It is, indeed, time that there should be removed from the necks of our young people a yoke of bondage so oppressive, and so detrimental in its effects, as compulsory Latin has proved itself to be; and that masters and pupils should be set free to carry on the work of the schools under an improved system, which shall restore to the grammar and literature of our mother-tongue the honours they have been deprived of, and impart that sort of education which is best suited to prepare our children for the duties of life, and to promote the prosperity of our country.

From what has occurred during my own experience, and from all that has been alleged by my immediate predecessor, we cannot help coming to the conclusion that a very large proportion of our youth of both sexes have not been receiving, under the present system of enforced classical study, the education most likely to qualify them for acting their parts well as the men and women of the next generation. If Mr. Froude's quaintly-expressed definition of a practical education be correct—that it is the education which "enables a man to stand upright without charity or accident," then we cannot help confessing that our Grammar School education has not been practical to that large proportion of the pupils who have been making but slow advances in the mother-tongue whilst engaged in the profitless study of Latin. I was much struck—I may say painfully affected—by what occurred at one of our rural schools in connection with the exercise in dictation and grammar. Not a single *boy* was selected by the master for the trial. I asked him how that had happened. He replied that the boys who were fit to deal with that subject were absent. There were, at the same time, two lads, apparently of 18 or 19 years of age, in the school who were not called up. The only boy in Virgil made a sad mess of his work; in fact, I had to close the book; it was mere waste of time to proceed. I represented to the master what an unwise and cruelly unjust arrangement it was to keep that boy toiling over, or lazily creeping through an author he would never appreciate or understand, whilst he was so ill-instructed in the grammar of his own language as to be unfit for trial by the Inspector. The master replied that the boy was reading Cæsar when he came to the school, and wished to take up Virgil, to which he assented, desirous of avoiding the appearance of not making progress. The same boy gave me "*pingaverat*" as Latin for "he had painted." This was the education the unfortunate youth was receiving—English grammar neglected to blunder through Virgil, and to torture Latin Verbs.

NATURAL SCIENCE.

Men are becoming more and more persuaded every day that instruction in Natural Science should form an element in every system of liberal education. This is not merely a popular predilection arising from the practical character of such instruction, closely con-

nected as it is with the duties and employments of life, and the requirements of modern civilization. Some, indeed, may press the introduction of science into education, solely on the ground of its utility ; but there are others who appreciate its value as a mean of mental culture, and question the wisdom of relying, for the cultivation of the mind, upon literary training alone. Important changes, we know, have been made within a recent period in the Universities and the leading Public Schools of the mother land, to meet this view and to satisfy a demand which has been steadily growing in strength and popularity. These changes are certainly no weak concession to external pressure. They rather indicate that the popular judgment on this point is sound, and harmonizes with the convictions of men who, in an eminent degree, have made the theory and practice of education a study. At present but little is being done in our Grammar Schools towards active and efficient instruction in Natural Science. We have men amongst our Grammar School masters versed in science, and we have schools, such as that at Dundas, where science is taught with life and vigour, and with a view to its practical application, but masters have a great deal of work on their hands, and but few of the schools are furnished with adequate apparatus ; and Natural Science taught by formula merely without apparatus has very little of vitality in it. We need more men and more money.

FRENCH.

By far the greater proportion of those pupils who have taken up French are girls. It is gratifying to observe this growing taste amongst our girls for a graceful and elegant language, which is so peculiarly a women's study and accomplishment as French is. It is to be hoped that such works as the "History of Charles XII," and Corneille's tragedy, "Horace," will come to the aid of a high and pure English literature in fortifying the minds of our young women against the many publications of the day which are calculated to turn the heads of young people, and to destroy the charities and joys of the Christian home. I do not doubt that the French which is acquired at our Grammar Schools by the more advanced pupils, will be turned to good account, though I cannot refrain from adding that it would be none the worse for greater attention to purity of accent.

EXAMINATIONS FOR ADMISSION.

During the latter half of the year 1868, there were presented 1,009 candidates to be examined for admission into the Grammar Schools. Of these 764 were boys, 245 girls. Of the boys, 643 were admitted, 121 rejected. Of the girls, 231 were admitted, and 14 only rejected. Before entering on the duties of my office, in September last, I naturally sought to obtain all possible information and advice from my gifted predecessor, anxious as I was to profit by his mature judgment and long experience. I must acknowledge my indebtedness to him for many useful hints and for kind assistance. Amongst the subjects on which I consulted Mr. Young was the standard for admission. I was desirous of ascertaining precisely the sort of sentence to be parsed which he had been in the habit of giving to the entrance pupils. From the information which he gave me on this head, I was led to infer that I should be conforming pretty strictly to his practice by giving such sentences as the following :—"He fiercely sought the life of his enemy." "The soldiers went bravely to the battle," "Cæsar took a large number of prisoners." To sentences like these, extremely simple in construction, I kept pretty closely, considering that there would be something of unfairness in presenting to the candidates difficulties which the Inspector who had immediately preceded me had deemed it right to avoid. I did, indeed, try at the outset the sentence, "Lead us not into temptation," but the imperative mood seemed to exhibit itself in so strange an aspect to so large a number of the matriculants that I soon dropped it, keeping to the more familiar indicative, though even in that mood not a few failed to recognize in the present-perfect the face of an old and welcome friend. It may be asked, with some reason I think, Is this low measure of attainment in the English language to be the highest measure of Common School work in that department? Is it to be the standard of admission into the High School? Will the High School realize what we have a right to expect of it if it start from a point so low down? If the standard in English grammar be not raised, I fear that many of our High Schools will be high in name only. I speak of English grammar only because that is really, as I have said, our

weak point, and because I see no necessity for recommending an advance in any other subject. The standard in arithmetic is certainly low, but I see no cause for uneasiness on that head. Our Common School teachers are pretty certain to exceed that standard. The commercial spirit of the age,—the excessive adulation bestowed by parents and friends upon the child who is "smart in figures," will keep them up to the mark at least, in most cases will send them beyond it; and language, though comparatively of slow growth, will continue to suffer—as I am satisfied it has suffered—from the disproportionate amount of time and labour bestowed upon arithmetic, unless the gradation between the Common School and the High School be so adjusted as to prevent it. I am quite of opinion, then, that some advance of the standard in the English grammar is desirable for the protection of the High School, which ought to be, not what in rural districts the Grammar School is too often now, a forced and feeble adjunct to the weakness of the Common School, but the natural outgrowth of its strength. It is surely reasonable to expect that our High Schools, which are to be, shall have a function more exalted than that of drilling their pupils in the 5th Book. Our High Schools, it seems to me, should aim at conducting their senior pupils along the higher walks of English literature, training them to observe the beauties of our best authors, and not less to detect what is objectionable in spirit, or defective in taste, or faulty in style; and enough should be read to excite a relish for what is true and pure and elevating in literature, with an utter distaste for, and an instinctive recoiling from the wretched stuff in the shape of ten-cent novels and other trashy publications,—silly and trifling at the best,—which are vended at a cheap rate, and widely circulated throughout the Province. Is the High School likely to do its work effectively if it has to commence with teaching some of the merely elementary principles of grammar? If its junior class can do no more than simply parse such a sentence as "He fiercely sought the life of his enemy!" incapable of writing from dictation a sentence embodying any of the more difficult words of the language; and unable to apply the rules of syntax so as to know and correct any violation of those rules? I therefore venture to propose that the standard, remaining as it is in other respects, should be changed as to English, so as to include these two requirements in addition to the parsing of an easy sentence; ability to write correctly from dictation, and sufficient acquaintance with the rules of grammar to be able to correct any violations of those rules. The evil which we have to cure is the getting up by rote of a certain set of forms and rules without the power, of making an intelligent and practical application of them. I think it possible, and I am sure it is desirable, to cure this evil to a certain extent before the pupil enters the High School. As to the best means of effecting this end I leave it to yourself and the Council of Public Instruction to determine.

CONCLUDING REMARKS—A PLEA FOR THE CLASSICS.

The main principle of the proposed new law, by which the High Schools are to be constituted, is, beyond dispute, a sound one—that is, that there shall be no inducement, in the shape of qualifying for Government Grant, to make the study of classics other than voluntary. Experience has proved conclusively that it is the only principle suited to the circumstances of the country, and the only one on which the education of our youth can be judiciously and profitably carried on. Public opinion on this point is sound and just, and the people at large, when that principle shall become the law of the land, will feel as though an intolerable burthen had been lifted from them. We would not seek to chill the fervour of what will be the general rejoicing; but in the revulsion of feeling, it is just possible that the popular sentiment may be carried to an extreme, and the conclusion adopted that the study of the classics, as an instrument of mental culture, is of little or no value at all.

Since the claims of modern languages and science are so fully recognized in our Universities, there is no danger of our returning to the idolatrous exaltation of the classics at the expense of other branches; but there is danger of a blind and unreasoning prejudice in the opposite direction taking possession of the popular mind. It cannot be doubted that there is a tendency towards such a prejudice in a country like ours, where professional life—for the present at least—is by no means inviting in point of remuneration, and where few have the leisure, the means, or the inclination to pursue scholarship for its

own sake. But I trust that the strong utilitarian bias of the age will not lead us to forget that, whilst education should unquestionably be practical, there is much in education of immense value, though that value cannot be expressed in dollars and cents; that mental culture increases intellectual power; that there are faculties of the mind which He who gave them would have us cultivate, for the improvement of the man, even though they do not directly minister to the necessities of life. We plead earnestly in behalf of a good general education for the young. We deprecate that narrow, illiberal, and ungenerous treatment of the pupil which aims merely at giving him what, as a man, he will need for the occupation or profession he is intended to pursue, and nothing beyond it. A man ought not to be measured merely by his profession, nor monopolized by his profession, nor clothed in the garb of his profession. We conceive that the study of the classics ought not to be left out of any plan of general education; that it gives enlarged views; helps to lift the mind above a hard materialism, and to excite interest and sympathy in the experiences of human life; and certainly that course of study deserves to be held in honour, as an instrument of mental culture, which has helped for ages to form the minds of the greatest and the best of our race. Whilst the main principle upon which the proposed new law has been framed, is, as I have said, beyond dispute, wise and just, and affords the best and the only suitable system for the education of our youth generally, we notice with satisfaction the emphatic testimony it bears to the value of classical instruction in the provision it proposes to make for the "establishment of superior classical schools," in the shape of Collegiate Institutes. Whilst we shall look chiefly to the Universities and to our Collegiate Institutes to guide the popular taste in the right direction, and to advance the interests of superior education, we are glad to assure ourselves that effective aid may be expected from others of our Grammar Schools, which may not have resources sufficient to raise them to the dignity of Institutes, but which will go on doing a real work, and will do it all the better when they come to work under the proposed new law (should it become law) with smaller classes animated by a better spirit. Homer makes the arming of the hero form a part of his description of the battle, and justly; for if the armour be bad, or ill girt on, the warrior will be embarrassed, and his peril increased in the fight. Our educational institutions supply us with the best of armour, and we have men amongst us well qualified to gird our youth with it, because they wear it themselves so well. We regard with thankful satisfaction what has been done in time past, even under a defective Grammar School system; we look with hope for the much more that shall be done under an improved system in time to come.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) J. G. D. MACKENZIE.

The Rev. Egerton Ryerson, D.D., LL.D.,
Chief Superintendent of Education for the Province of Ontario.

PART II.

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STATISTICAL REPORT.

1868.

TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2352 00	29 00	2309 00	8463 34	220 33	1648 77
Stormont	1920 00	45 27	2015 00	6245 90	219 60	1248 56
Dundas	2108 00	30 75	2127 00	11369 91	481 67	1500 78
Prescott	1110 00	34 51	2010 00	5408 08	2 00	1049 50
Russell	854 00	19 00	833 00	3145 00		432 75
Carleton	3402 70	225 55	3477 20	15629 61	566 31	2253 98
Grenville	2194 50	52 70	2164 00	6237 55	435 91	3168 87
Leeds	3588 00	113 38	3565 00	13459 56	1036 77	8600 68
Lanark	3283 00	714 82	3275 02	17142 12	420 75	8540 71
Renfrew	2828 50	141 91	2446 00	10630 52	36 09	1936 08
Frontenac	3016 50	152 64	2804 00	13468 02	612 25	2842 20
Addington	2025 00	69 95	2044 00	7578 67	384 69	3271 88
Lennox	861 00	20 70	925 00	4495 05	62 52	1294 82
Prince Edward	1992 00	55 00	2260 00	12266 95	1029 83	2469 70
Hastings	4340 46	150 25	3909 00	21465 92	815 76	5629 37
Northumberland	4054 00	206 17	4013 00	28910 33	239 65	4483 44
Durham	3560 00	262 82	3560 00	22232 39	960 34	4842 48
Peterborough	2652 50	79 41	2883 00	16484 35	292 88	3872 88
Victoria	3097 00	285 17	3325 00	16709 51	164 57	3124 89
Ontario	4442 00	383 09	4421 00	33416 94	844 65	8812 20
York	5867 00	589 91	5960 00	39411 47	1788 38	21224 27
Peel	2709 50	265 00	2756 00	16710 59	1858 61	3344 09
Simcoe	5704 00	615 91	5878 00	35375 21	487 10	7177 16
Halton	2080 00	400 66	2530 00	11629 23	1406 65	4621 12
Wentworth	3220 50	379 57	3199 00	19556 58	2482 77	7923 75
Brant	2260 00	143 00	2517 00	14612 61	1267 57	6786 62
Lincoln	2055 00	101 00	2520 00	11430 99	1644 95	6567 35
Weiland	2095 50	91 00	2595 00	13706 49	785 34	5997 13
Haldimand	2481 50	234 95	3116 00	13875 23	511 48	4839 21
Norfolk	3819 50	304 03	3292 75	20507 24	344 01	12553 98
Oxford	4719 00	530 22	4719 00	30410 46	753 29	7678 79
Waterloo	3470 50	244 88	3900 00	30696 09	865 48	6983 96
Wellington	5585 00	497 02	6666 98	34340 39	642 66	8045 31
Grey	5567 00	383 12	6582 00	37755 49	929 14	9364 56
Perth	4168 00	410 69	3901 00	29138 42	29 32	6302 04
Huron	6240 00	743 57	6179 00	44881 88	75 83	9368 99
Bruce	4474 18	425 89	3931 00	24664 86	53 37	4924 76
Middlesex	6770 50	698 61	6727 30	40426 73	1388 76	9576 46
Elgin	3351 00	286 61	2031 58	23362 46	1508 41	6515 52
Kent	3173 50	196 75	3207 21	23019 57	141 11	5560 54
Lambton	3133 00	382 35	4124 00	30572 18	120 24	5759 62
Essex	2377 00	134 14	2857 19	16568 43	252 46	2276 24
District of Muskoka	100 00					
District of Algoma	425 00	25 00			329 17	980 67
Total	139527 34	11155 97	143545 23	837412 32	28492 67	235396 28
CITIES.						
Toronto	4485 00	118 75	28824 75			6616 88
Hamilton	2008 00		14562 00	736 31	6406 63	2533 49
Kingston	1430 00	20 00	9318 16	1382 98	71 50	708 93
London	1653 00	111 00	10000 00	690 16	1 25	6345 59
Ottawa	1589 00	279 99	9000 00	3112 23	362 25	22921 94
Total	11165 00	529 74	71704 91	5921 68	6841 63	39126 83

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1888.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1888.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
15022 44	10403 46	58 00	2273 54	274 09	683 79	13692 88	1329 56
11694 33	8684 39	90 54	481 26	449 39	567 15	10272 73	1421 60
17618 11	10780 67	61 50	4397 43	447 89	782 06	16469 55	1148 56
9614 09	7429 98	130 58	345 00	158 96	769 85	8834 37	779 72
5283 75	4296 04	44 96	310 25	194 28	345 22	5190 75	93 00
25555 35	18795 78	451 10	793 09	424 54	1198 78	21663 29	3892 06
14253 53	11393 13	105 40	503 01	361 73	1029 65	13392 92	860 61
30363 39	20133 70	254 66	2868 06	965 87	2844 22	27066 51	3296 88
33376 42	19042 91	1429 64	7668 82	542 75	1612 73	30296 85	3079 57
18019 10	13499 70	284 08	296 37	553 31	1174 18	15807 64	2211 46
22895 61	15892 50	317 62	2004 39	407 95	1508 43	20130 89	2764 72
15374 19	10222 96	146 14	1270 06	337 26	1057 74	13034 16	2340 03
7659 09	6477 86	66 05	116 63	206 36	750 33	7617 23	41 86
20073 48	15712 61	120 25	1082 65	674 31	1872 18	19462 00	611 43
36310 76	24825 24	351 09	3495 17	906 36	2875 01	32452 87	3857 89
41906 59	30764 12	412 34	5400 77	796 19	3833 02	41206 44	700 15
35418 03	25649 06	525 64	2871 70	1317 35	2471 18	32834 93	2583 10
26264 62	17493 31	236 35	2684 41	959 49	1590 54	22964 10	3300 52
26706 14	17963 39	570 34	3371 23	597 00	1886 13	24388 09	2318 05
52319 88	33185 78	766 18	5700 11	1883 27	5140 90	46676 24	5643 64
74831 03	47150 96	1179 82	11467 39	2521 54	7547 87	69867 58	4963 45
27643 79	21838 99	530 00	361 10	720 21	2185 40	25635 70	2008 09
55237 38	39382 97	1231 82	4125 37	1124 26	4017 65	49882 07	5355 31
22667 66	16400 32	801 32	1599 62	946 19	1817 04	21564 49	1103 17
36762 17	24596 04	801 20	3474 79	1089 22	3103 65	33064 90	3697 27
27586 80	17963 55	327 35	3230 60	687 91	2874 22	25083 63	2503 17
24319 29	14975 38	259 94	3274 10	892 21	2059 27	21460 90	2858 39
25270 46	16573 62	192 92	1517 69	1097 86	2508 80	21890 89	3379 57
25058 37	18297 56	469 90	1373 78	457 19	2311 63	22910 06	2148 31
40821 51	21869 30	608 06	10998 67	688 26	2774 34	36938 63	3882 88
48810 76	35022 35	1112 13	2701 63	1382 96	3962 10	44181 17	4629 59
46160 91	30957 72	534 03	4039 30	1298 05	4224 42	41103 52	5067 39
55777 36	38223 25	1035 37	5785 23	916 86	4749 42	50710 13	5067 23
60581 31	39247 62	766 24	7176 56	1375 79	4238 21	52804 42	7776 89
43949 47	27601 84	845 50	5741 59	1026 71	3647 39	38863 03	5086 44
67489 27	43380 90	1487 14	9245 13	1636 48	5118 96	60868 61	6620 66
38474 06	25491 86	851 78	4325 97	709 11	2354 40	33733 12	4740 94
65588 36	45249 78	1502 91	4326 12	1765 76	5304 61	58149 18	7439 18
37055 58	26825 53	586 62	2552 36	1375 95	3056 93	34397 39	2658 19
35298 68	25543 76	405 33	1699 97	1380 98	2822 73	31852 77	3445 91
44091 39	30339 34	810 37	1631 98	1060 85	3419 76	37262 30	6829 09
24465 46	16019 84	308 03	2491 05	852 64	1475 68	21147 24	3318 22
100 00	100 00					100 00	
1759 84	1050 00	154 60	49 62	31 98	308 64	1504 84	165 00
1395529 81	946749 07	23274 84	141123 57	37497 32	109876 21	1258521 01	137008 80
40045 38	21264 50	337 05	4263 07	2177 80	8411 38	36453 80	3591 58
26246 43	16043 18	1583 19	4552 72	790 52	3188 33	26167 94	88 49
12931 57	8412 80	170 60	1957 70	456 06	1773 02	12770 18	161 39
18801 00	8550 64	222 00	2197 00	672 14	1710 68	13352 46	5448 54
37265 41	8703 54	559 98	7521 26	890 22	5232 25	22907 25	14358 16
136289 79	62974 66	2872 82	20491 75	4986 74	20315 66	111641 63	23648 16

TABLE A.—The Common

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Cherry Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	254 00	63 00	1550 00	900 00		190 11
Barrie	308 00	41 00	1400 00	126 20		208 80
Belleville	672 00	51 19	5837 50	767 13		1074 76
Berlin	300 00		2139 00	196 23	33 05	156 43
Bothwell	110 00	35 02	1854 68			38 12
Bowmanville	270 00	94 73	1395 75		683 54	444 19
Brantford	745 00	50 00	5900 00	377 22	872 55	3655 01
Brockville	446 00	70 00	3000 00	385 90		1114 41
Chatham	493 00		4105 45	220 35	210 69	2424 30
Clifton	138 00		1100 00	108 00	97 00	792 19
Cobourg	476 00		2700 00	212 65	616 61	181 18
Collingwood	160 00	48 00	1799 92			159 56
Cornwall	204 00	20 00	1250 00			
Dundas	304 00	41 50	2100 65	305 62	654 48	592 79
Galt	360 00		3645 00		16 50	1893 66
Goderich	361 00	76 74	4785 00			20 74
Guelph	573 00	5 20	3068 59	542 00	1286 24	16 81
Ingersoll	329 00	35 00	1039 00	233 80	666 37	1254 35
Lindsay	244 00	120 17	2494 08	1901 95		2884 82
Milton	100 00		400 00			734 95
Napanee	221 00	13 00	1076 63	50 70	63 39	617 77
Niagara	225 00		904 15	163 00	17 37	714 48
Oakville	165 00	16 00	1026 91	102 18	60 02	95 03
Owen Sound	270 00	6 00	2578 00			89 45
Paris	269 00		2890 07	134 54	18 25	108 91
Perth	284 80	230 00	2691 98	471 00		1708 56
Peterborough	452 00		2354 00	469 00	1161 81	845 30
Pictou	247 50	116 26	1750 00	202 75	154 00	979 76
Port Hope	440 00	39 04	2231 01		1590 75	1702 14
Prescott	803 00	41 05	451 61	468 18	608 25	566 96
Sandwich	150 00		1069 16			
Sarnia	278 16	13 65	2114 20	158 00	805 80	628 93
St. Catharines	723 00		4252 00	388 44		775 48
St. Marys	402 00	39 18	3600 00	193 00		1191 13
St. Thomas	187 00		1400 00		688 00	336 33
Simcoe	185 00	27 75	1704 52	53 95	73 00	100 85
Stratford	363 00	10 50	2492 00	228 71		2037 01
Whitby	302 00	48 05	2242 64	139 72		512 00
Windsor	372 00		5900 00			20 18
Woodstock	367 00		3646 82		1089 05	410 38
Total	13633 46	1352 03	97930 32	9502 22	11455 72	31277 83
VILLAGES.						
Arnprior	132 00	20 00	806 58		41 37	23 46
Ashburnham	125 00	8 00	325 00		231 62	115 63
Aurora	126 00		625 00		12 60	91 97
Bath	66 00		312 00			332 87
Bradford	120 00	21 00	894 61			185 66
Brampton	185 00	5 54	1500 00			3216 83
Brighton	130 00		855 00			825 26
Caledonia	115 00	10 00	710 00		260 63	3 00
Cayuga	82 00	8 00	800 00			513 11
Chippewa	165 00		650 00	44 00		524 33
Clinton	145 00	15 00	2218 00			948 10
Colborne	96 00		391 15			138 20
Dunnville	165 00	10 00	1265 00			762 91
Elora	185 00	10 90	1433 90	103 75	14 75	628 65
Embro	70 00		362 57		15 00	23 88

Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1888.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1888.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2857 11	2020 00	130 00	166 04	333 30	180 85	2880 19	76 92
2164 00	1498 23	128 65		160 00	352 62	2137 50	26 50
8402 58	3860 28	102 38		1456 19	1253 20	6672 05	1730 53
2826 71	2313 04	12 76		114 42	291 00	2731 22	95 49
2037 82	1380 00	79 75	318 00	126 33	31 46	1935 54	102 28
2888 21	1541 75	189 56	375 00		625 04	2731 35	156 86
11599 78	5712 00	174 76		459 25	4213 95	10559 96	1039 82
5016 31	3145 68	158 41	55 00	10 00	1142 60	4511 69	504 62
7453 79	2719 44	51 42	2409 50	158 28	975 80	6314 44	1139 35
2235 19	1171 78		96 00	15 67	300 88	1586 33	648 86
4186 44	2955 37	90 00		322 25	412 85	3780 47	406 97
2157 48	1030 00	97 17		430 00	460 12	2017 29	150 19
1474 00	1012 00	40 00		100 00	134 00	1286 00	188 00
3999 04	2053 90	83 22	996 11		265 81	3399 04	600 00
5915 16	3046 00	200 00		199 15	611 44	4066 59	1858 57
5243 48	3336 12	153 48		93 87	1507 35	5090 82	152 66
5480 84	3453 69	38 10		274 29	1173 78	4939 86	540 98
3547 52	1811 67	70 00	916 86	126 88	228 51	3153 91	393 61
7645 02	1900 00	240 34	2503 37	14 17	1534 77	6192 65	1452 37
1234 95	875 00			70 25	202 71	1147 96	86 99
2042 49	1246 06	27 13	226 58	220 06	243 51	1863 31	79 18
2024 00	1842 00	10 00			172 00	2024 00	
1465 14	1098 58	45 27		75 31	245 98	1465 14	
2943 45	1821 95	14 85		221 38	346 95	2405 13	538 32
3420 77	1826 76		782 71	100 70	503 27	3213 44	207 33
5386 34	3040 00	460 00	56 90	37 88	519 96	4114 74	1271 60
5282 11	3069 17		84 00	118 00	1046 09	4317 26	964 85
3450 27	1137 05	232 52	150 00	40 35	928 89	2488 81	961 46
6002 94	2488 60	78 08	624 46	64 73	880 94	4136 81	1866 13
2939 05	1540 00	99 26	40 00	53 24	1032 71	2765 21	173 84
1219 16	952 60			46 40	69 37	1068 37	150 79
3998 74	2362 50	44 35		209 39	330 03	2946 27	1062 47
6138 92	3836 85			643 09	709 27	5189 21	949 71
5425 31	2228 30	88 18		395 00	1161 38	3872 86	1552 45
2611 33	1979 00			129 80	280 47	2369 27	222 06
2145 07	1406 00	55 50		133 33	525 95	2119 78	25 29
5131 22	2246 71	58 00		70 36	453 55	2828 62	2302 60
3244 41	2135 07	96 10		359 00	651 24	3244 41	
6292 18	2812 82		1120 08	347 23	452 59	4732 72	1559 46
5513 25	2829 86			1695 39	464 47	4989 72	523 53
165151 58	88735 83	3349 24	10922 57	9474 94	28917 36	139399 94	25751 64
1023 41	719 99	50 65			167 96	938 60	84 81
806 25	590 01	16 00		5 10	36 07	647 18	158 07
855 57	650 00			34 75	71 72	756 47	99 10
710 87	376 00			30 80	304 07	710 87	
1221 27	775 00	42 00		79 98	164 25	1061 23	160 04
4907 37	1042 50	20 29	2654 40		566 30	4283 49	623 88
1810 26	987 82			30 00	143 76	1161 58	648 68
1098 63	600 00	20 00		92 56	317 79	1030 35	68 28
1403 11	532 00	16 00		121 77	181 34	851 11	552 00
1383 33	736 00	2 00	130 00		181 88	1049 88	333 45
3326 10	1120 00	30 00		55 00	267 66	1472 66	1853 44
626 35	360 00			54 43	163 99	578 42	46 93
2202 91	1000 00	20 00	50 00	17 93	123 73	1211 66	991 25
2976 96	1366 22	80 10	188 80		307 05	1942 17	434 78
471 45	424 00				34 69	458 69	12 76

TABLE A.—The Common

VILLAGES.—Continued.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances, and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Eergus	161 00	15 00	1100 00	224 13		383 54
Fort Erie	110 00		500 00			500 94
Gananoque		16 28	1186 13			136 90
Garden Island	60 00	12 70	100 00		265 50	139 01
Georgetown	154 00	16 00	793 66			60 49
Hawkesbury	130 00		695 00		262 55	
Heepeler	105 00		814 93			90 44
Holland Landing	76 00	11 00	600 00			40 32
Iroquois	80 00		95 20	362 37		61 57
Kemptville	114 00	60 10	500 00		193 00	65 64
Kincardine	150 00	14 00	1707 41			2 68
Lanark	70 00	15 00	70 00	507 00	178 62	1 86
Listowel	100 00		1445 00			4 66
Merrickville	105 00		650 00		8 50	29 99
Mitchell	196 00		1050 00			7074 76
Morrisburgh	118 00	6 15	430 00			
Mount Forest	138 00	25 00	655 73	119 54		204 09
Newburgh	100 00		120 00	95 97		
Newcastle	98 00		211 06		247 00	200 00
New Edinburgh	40 00	43 00	815 00	135 00	17 50	190 45
New Hamburg	121 00	40 00	1200 00			286 37
Newmarket	171 00		900 00	42 33	316 31	374 04
Oil Springs	155 00	60 00	412 13			113 47
Orangeville	95 00	22 75	639 17			67 79
Orillia	130 00	5 88	600 00		27 70	200 00
Oshawa	273 00	23 70	1777 86		188 00	3152 26
Pembroke	114 00		80 00	376 69	183 00	59 07
Petrolia	100 00	26 00	1128 00			65 95
Portsmouth	130 00		750 00	84 30	35 35	1225 23
Port Dalhousie	135 00	8 00	900 00		185 35	781 16
Preston	145 00		1400 00	96 43	20 00	1364 66
Renfrew	67 00	8 00	118 62		158 00	13 25
Richmond	50 00		252 00			78 11
Seaforth	90 00	59 13	1766 15		228 67	362 41
Smith's Falls	168 00	5 67	260 00	87 20	185 25	116 97
Southampton	90 00		700 00			91 54
Stirling	96 00		688 15			74 21
Strathroy	140 00	10 00	1593 93			524 11
Streetsville	85 00	8 00	452 00		21 00	130 54
Thorold	206 00	20 00	1000 00	102 00	435 87	610 22
Trenton	195 00	32 00	950 00	321 68		701 75
Vienna	97 00		656 22			115 36
Wardsville	98 00		612 44		173 94	127 00
Waterloo	160 00		1500 00			278 61
Welland	108 00		685 00			113 36
Wellington	76 00		185 00		172 71	133 46
Yorkville	185 00	21 08	900 00			347 70
Total	7662 00	692 86	49194 60	2702 39	4079 79	29029 80
Total Counties	139527 34	11155 97	143545 23	837412 32	28492 67	235396 28
“ Cities	11165 00	529 74	71704 91	5921 68	6841 63	39126 83
“ Towns	13633 46	1352 03	97930 32	9502 22	11455 72	31277 83
“ Villages	7662 00	692 86	49194 60	2702 39	4079 79	29029 80
Grand Total, 1868	171987 80	13730 60	362375 06	855538 61	50869 81	334830 74
“ 1867	172542 18	14611 13	351873 99	799708 97	51197 55	280401 54
Increase			10501 07	55829 64		54429 20
Decrease	554 38	880 53			327 74	

Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1888.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1888.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1883 67	1280 00	56 00		28 80	164 27	1529 07	354 60
1110 94	592 17	5 00		30 48	140 40	768 05	342 89
1509 29	985 00	33 52	50 00	31 00	312 29	1411 81	97 48
577 21	545 51	25 40			6 30	577 21	
1024 15	800 00	37 00			187 15	1024 15	
1087 55	905 00			15 00	124 82	1044 82	42 73
1010 37	823 00		50 00	16 02	118 15	1007 17	3 20
727 32	580 00	22 00			113 26	715 26	12 06
599 14	420 00		52 00	8 47	83 18	563 65	35 49
932 74	538 00	148 10		53 93	90 00	830 03	102 71
1874 09	970 05	43 00	386 00	142 63	332 41	1874 09	
842 48	680 00	31 45		5 30	75 19	791 94	50 54
1549 66	823 33	5 00	560 50	15 30	145 49	1549 62	0 04
793 49	635 63	10 50			63 26	709 39	84 10
8320 76	988 48		6085 88	55 00	317 54	7446 90	873 86
554 15	510 00	12 30			31 85	554 15	
1142 36	793 36	50 00		138 39	153 49	1135 24	7 12
315 97	171 50			22 00	122 47	315 97	
756 06	580 00	15 00		70 97	90 09	756 06	
1240 95	644 00	86 00	166 00	19 55	115 48	1031 03	209 92
1647 37	778 50	80 00		26 80	103 86	989 16	658 21
1803 68	1082 00	6 00	45 00		190 27	1323 27	480 41
740 60	449 76	120 00			165 77	735 53	5 07
824 71	531 80	51 25		22 00	53 60	658 65	166 06
963 58	640 00	11 76		36 75	97 46	785 97	177 61
5414 82	1434 75	48 90		264 56	2748 53	4496 74	918 08
812 76	620 00	28 24	30 00	49 18	82 67	810 09	2 67
1319 95	1092 00	52 00		32 50	139 02	1315 52	4 43
2224 88	691 93		979 21	35 00	509 08	2215 22	9 66
2009 51	1058 33	16 00		35 59	138 31	1248 23	761 28
3026 09	1455 00	23 50	10 00	36 46	153 88	1678 84	1347 25
364 87	300 00	16 00		15 56	32 80	364 36	0 51
380 11	206 25				90 39	296 64	83 47
2506 36	737 38	118 26	1466 38		77 75	2399 77	106 59
823 09	685 20	11 34		13 50	71 81	781 85	41 24
881 54	589 00		95 70	55 62	37 25	777 57	103 97
858 36	491 66		315 00		48 65	855 31	3 05
2668 04	1250 00	20 00	457 00	273 77	382 48	2383 25	284 79
696 54	520 00	16 00		9 75	52 57	598 32	98 22
2374 09	1350 00	40 00		187 76	187 91	1765 67	608 42
2200 43	1692 08	82 00		55 00	161 29	1990 37	210 06
868 58	740 50				128 08	868 58	
1011 38	786 72				213 72	1000 44	10 94
1938 61	1389 18			137 79	326 23	1853 20	85 41
906 36	456 00			40 00	372 88	868 88	37 48
567 17	450 00			44 32	72 85	567 17	
1453 78	1061 75	42 16		104 35	245 52	1453 78	
93361 44	48084 36	1660 72	13771 87	2651 42	12703 98	78872 35	14489 09
1395529 81	946749 07	23274 84	141123 57	37497 32	109876 21	1258521 01	137008 80
135289 79	62974 66	2872 82	20491 75	4986 74	20315 66	111641 63	23648 16
165151 58	88735 83	3349 24	10922 57	9474 94	26917 36	139399 94	25751 64
93361 44	48084 36	1660 72	13771 87	2651 42	12703 98	78872 35	14489 09
1789332 62	1146543 92	31157 62	186309 76	54610 42	169813 21	1588434 93	200897 69
1670335 36	1093516 55	31354 01	149195 66	50634 56	148487 98	1473188 76	197146 60
118997 26	53027 37		37114 10	3975 86	21325 23	115246 17	3751 09
		196 39					

TABLE B.—The Common Schools of Ontario.

PUPILS ATTENDING THE COMMON SCHOOLS.																	
No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children not attending any school whatever.	Average attendance of pupils.	
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.			Whose days are not reported.
1	Glengarry	6653	5199	237	5346	2775	2571	80	397	893	1048	1179	1084	655	44	749	2055
2	Stormont	5125	4330	269	4599	2403	2196	45	514	867	1178	886	743	367	44	463	1761
3	Dundas	5631	4928	312	5240	2467	2773	33	521	914	1303	1067	779	694	72	373	2076
4	Prescott	4819	3573	171	3744	1837	1907	14	368	596	872	763	586	401	158	630	1365
5	Russell	2584	1746	84	1830	1141	689	2	240	373	409	322	203	163	120	404	691
6	Carleton	9018	7205	416	7621	3945	3676	82	829	1522	2022	1522	1154	572	.....	949	3004
7	Grenville	5597	4918	410	5326	2764	2562	56	688	912	1323	932	693	548	230	351	1970
8	Leeds	9109	7766	649	8415	4289	4126	86	875	1477	1914	1736	1234	793	386	717	2966
9	Lennox	8786	7309	339	7648	4074	3574	40	739	1418	1776	1695	1240	582	198	633	2945
10	Renfrew	7316	4751	193	4944	2581	2363	27	651	986	1281	1081	610	294	31	1629	1727
11	Frontenac	7281	6352	322	6654	3500	3154	45	868	1480	1682	1172	855	325	272	997	2245
12	Addington	4741	4012	325	4337	2244	2093	43	552	896	1150	862	564	313	.....	337	1512
13	Lennox	2100	1977	103	2080	1193	887	21	232	400	557	486	303	102	.....	235	773
14	Prince Edward	5181	4531	599	5130	2807	2323	103	510	983	1245	1198	835	359	.....	350	2127
15	Hastings	10900	9193	555	9748	5198	4550	77	1329	2006	2618	2007	1209	579	.....	1220	3592
16	Northumberland	10818	9035	684	9689	5165	4524	47	1222	1907	2516	2046	1207	491	200	830	3451
17	Durham	8876	7767	590	8357	4498	3859	69	893	1703	2151	1811	1235	558	6	1098	3142
18	Peterborough	7391	6258	361	6619	3656	2862	18	669	1250	1539	1433	985	543	200	665	2275
19	Victoria	7847	6303	503	6896	3654	3242	38	923	1480	1719	1275	902	365	232	679	2329
20	Ontario	11491	11062	820	11882	6344	5538	29	1184	2303	3014	2625	1761	791	204	953	4418
21	York	16003	14170	930	15100	8195	6905	123	1509	2225	3882	3114	2448	1222	.....	1169	5592
22	Peel	6991	6389	546	6935	3805	3130	112	714	1407	1802	1287	1005	545	175	325	2613
23	Simcoe	10402	13890	692	14882	7367	7215	101	1991	2861	3648	2849	1938	1029	266	1719	4744
24	Haldimand	5320	4680	404	5084	2738	2346	97	611	1051	1302	1073	730	354	63	385	1994
25	Wentworth	8221	6982	501	7483	4089	3394	112	774	1318	1682	1537	1177	771	224	702	2692
26	Brant	5782	4903	359	5272	2694	2578	78	535	939	1166	1002	901	446	292	384	2189
27	Lincoln	5270	4376	320	4696	2566	2130	109	500	975	1200	967	683	233	138	395	1687
28	Welland	5256	4859	389	5248	2757	2491	71	584	1125	1347	1188	679	216	109	287	1921
29	Haldimand	6599	5790	443	6233	3286	2947	11	781	1153	1569	1423	1024	453	30	388	2402
30	Norfolk	8892	7727	699	8426	4371	4055	56	1036	1750	2160	1660	1074	454	292	592	2878
31	Oxford	12891	11215	833	12048	6212	5836	12	1153	2226	3106	2529	1916	1065	114	631	4745
32	Waterloo	9816	8914	295	9209	5114	4095	53	1297	1469	2100	1916	1549	878	.....	468	3532
33	Wellington	16401	13913	909	14822	9085	6737	58	1744	3219	4034	3095	1917	793	30	1028	5143

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning Needle work.	Other studies.
	1st class. (lowest.)	2nd class.	3rd class.	4th class.	5th class.															
1	1087	806	919	979	1413	2381	1643	1473	432	760	3211	80	44	114	45	239	861	59	45	.....
2	979	762	754	774	1256	2422	944	822	153	560	2446	128	11	21	8	110	341	9	.....	.....
3	898	837	966	1026	1170	2625	1067	970	141	363	2654	74	27	68	8	45	8	9	.....	.....
4	894	622	559	487	665	1731	863	843	373	266	1748	20	8	19	5	55	334	15	.....	.....
5	428	321	317	281	253	828	425	454	161	185	870	28	11	55	14	68	72	.....	.....	.....
6	1466	1519	1611	1307	1483	3886	1668	1856	1765	637	3777	175	46	75	54	138	55	7	.....	50
7	979	815	973	935	1298	2880	1074	1000	1352	392	2854	117	9	41	16	14	109	19	11	.....
8	1419	1236	1714	1634	1752	4431	1625	1965	1399	974	4414	159	76	100	39	101	101	19	47	108
9	1647	1304	1518	1436	1608	4147	1913	2061	1500	784	4339	160	13	49	45	62	388	101	4	165
10	1130	1043	1159	828	704	2409	1313	1388	923	210	2477	56	7	21	13	22	158	1	10	.....
11	1320	1255	1309	1194	1245	3487	1330	1654	1597	585	3534	175	14	42	11	101	233	6	226	20
12	776	762	787	794	976	2586	791	1162	372	583	2410	216	36	100	24	74	.....	.....	34	47
13	410	313	366	414	556	1250	488	674	163	335	1113	68	3	44	5	8	.....	.....	.....	.....
14	825	814	943	1060	1260	3487	1403	2339	1570	733	3266	215	18	130	56	83	349	33	33	.....
15	2267	1968	2109	1693	1542	5495	1883	3183	1546	712	5101	1372	122	150	63	191	696	87	1	177
16	2513	2416	2447	1490	823	6915	5064	5898	1211	1710	5682	267	1303	196	101	82	1383	.....	.....	.....
17	1714	1668	1889	1724	1362	5843	2337	4411	1449	1975	5618	168	54	240	90	132	1053	156	21	166
18	1220	1192	1392	991	938	4027	2039	2766	1880	771	3667	82	28	43	30	168	533	101	287	21
19	1562	1316	1362	1170	1079	3545	1614	1963	1329	1705	3475	66	47	85	58	268	693	.....	106	.....
20	2633	2158	2259	1986	2052	6864	3321	4385	1513	1543	6916	287	95	223	101	245	1471	53	6	205
21	3395	2845	2959	2776	3086	9571	4713	6741	1237	1996	9564	454	135	335	171	496	1120	326	335	207
22	1403	1220	1387	1141	1391	4376	2119	2460	1376	1968	4414	256	74	164	73	161	1087	33	.....	.....
23	3160	2693	2866	2247	2102	7268	3075	4229	1681	1419	7056	197	63	132	70	302	1079	76	55	551
24	1088	867	972	883	1173	2590	1603	2011	1242	1780	3036	213	70	166	60	132	764	5	.....	92
25	1487	1343	1361	1284	1426	4883	2080	2386	1426	2739	4580	200	77	127	53	465	826	80	98	102
26	977	851	1100	1114	1199	3720	1761	2311	1655	1886	3563	235	66	156	77	189	1140	41	97	170
27	838	787	972	765	938	2724	1196	1458	1342	653	2788	71	15	101	29	25	433	16	.....	40
28	1017	842	911	934	1094	3350	1688	2093	1433	641	3363	183	54	151	29	100	539	20	75	1
29	1260	1127	1173	1142	1249	3653	1646	2303	1383	769	3686	140	33	97	56	176	185	.....	.....	30
30	1844	1514	1650	1490	1652	4998	1848	2786	1289	1090	4466	353	25	65	38	176	860	13	29	103
31	2360	2042	2363	2218	2347	7434	3664	5027	1892	2073	7159	650	152	311	137	439	1150	178	31	438
32	2383	1785	1870	1387	1432	5927	1934	3224	1620	709	5634	163	89	136	74	111	1989	131	.....	86
33	3354	2662	2800	2554	2631	8129	3873	5409	1713	1837	7648	310	188	180	137	363	1687	357	64	142

TABLE B.—The Common Schools of Ontario.—Continued.

No.	COUNTIES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
34	Grey	17001	14443	777	15220	8236	6984	6	2179	3112	3870	2768	1959	985	547	2671	4798
35	Perth	11981	10542	502	11004	5496	5108	17	1202	2063	2730	2447	1761	819	988	2671	4658
36	Huron	18896	13898	715	18603	8774	7829	59	1598	3018	4131	3318	2381	1157	1288	1288	6217
37	Bruce	13541	10797	335	11132	5749	5383	15	1237	2161	2863	2148	1553	592	888	888	3941
38	Middlesex	18444	16065	870	17339	9279	8260	73	1971	3157	4219	3724	2760	1341	1330	1330	6641
39	Elgin	8946	7841	861	8792	4704	3998	60	846	1620	2223	1918	1263	832	535	535	3361
40	Kent	8786	7338	544	7932	4205	3727	39	801	1473	1985	1624	1267	494	288	908	2868
41	Lambton	9202	8357	445	8802	4717	4085	15	884	1596	2044	1918	1346	722	292	645	3181
42	Essex	6581	5472	244	5716	2983	2723	29	700	1110	1551	1271	770	314	70	863	1998
43	District of Algoma	500	337	2	339	165	174	21	24	41	81	61	62	70	.....	.....	171
	Total	377325	323695	20537	344232	182542	161690	2272	38675	66126	86112	70707	59314	26270	6128	32716	135150
CITIES.																	
44	Toronto	11111	8646	10	8656	4346	4310	.....	718	1155	1818	1723	1761	1481	.....	1600	4344
45	Hamilton	5194	4795	26	4821	2393	2428	172	222	490	890	836	1116	1267	.....	.....	2208
46	Kingston	3500	3084	39	3123	1636	1487	.....	125	324	580	537	599	948	.....	350	1447
47	London	4300	3851	306	4157	2163	1994	.....	367	579	877	902	939	493	.....	.....	1866
48	Ottawa	4550	3814	52	3866	2078	1788	25	332	491	652	792	766	833	.....	.....	1580
	Total	28605	24190	433	24623	12616	12007	197	1764	3049	4817	4780	5181	5022	.....	1950	11294
TOWNS.																	
49	Amherstburg	655	542	26	568	330	238	15	35	53	149	139	175	17	.....	44	265
50	Barrie	650	606	3	609	302	307	.....	39	86	105	119	110	151	.....	.....	230
51	Bellefleur	2000	1903	43	1946	972	974	.....	180	285	567	542	332	40	.....	.....	673
52	Berlin	874	738	9	747	308	381	18	37	103	177	195	157	78	.....	57	308

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
34	3541	2779	3330	2666	2031	8027	3196	4745	1486	1085	7603	339	358	121	65	98	1107	.....	76	20
35	2706	2623	2152	1838	1829	5951	2572	3670	1448	1066	6096	90	83	178	87	72	1209	8	30	248
36	3456	3008	3504	3099	2939	8917	3844	6004	1933	1673	8576	510	126	206	150	314	1808	409	35	286
37	2434	2023	2282	1876	1874	6251	2689	3766	1840	1076	5766	405	59	125	72	271	1463	260	91	179
38	3291	3002	3294	2900	3875	9846	4923	6356	2887	2962	9324	399	185	456	290	504	1317	177	65	149
39	1325	1247	1514	1308	2342	5370	2565	3140	1969	1653	4680	635	81	283	109	245	23	58	15	98
40	1710	1813	1652	1281	1634	4819	2167	3230	1445	1286	4610	288	23	140	59	143	510	117	78	20
41	1720	1812	1709	1465	1764	4787	2266	2845	1436	1273	4631	284	16	90	58	49	840	31	.....	.....
42	1493	1111	1085	959	790	2799	1195	1448	1541	1482	3074	51	4	42	9	53	144	2	20	25
43	149	35	60	54	41	175	135	196	27	37	175	5	.....	.....	.....	.....	.....	.....	.....	73
	72428	65008	68309	59704	64412	198018	90060	119245	54610	49057	191412	10136	3947	5558	2689	7079	30016	2985	2161	4381
44	3180	1651	1746	1083	1189	7494	3576	6345	6264	2322	5431	175	223	279	191	191	3851	118	2221	.....
45	1450	1374	1166	582	158	4709	1241	4464	4321	527	4678	72	146	111	40	30	1440	168	813	300
46	831	638	776	461	517	2029	1437	1751	2436	715	2034	231	190	164	128	70	1338	184	832	34
47	596	1186	1047	472	386	3046	2692	3005	3914	877	3049	193	466	472	105	412	764	768	484	768
48	1139	634	1269	475	362	2130	1722	1598	1974	1056	2024	134	113	89	73	102	869	32	110	375
	7196	5583	6004	3073	2622	19408	10668	17663	18909	5497	17216	805	1138	1115	597	805	8362	1270	4460	1477
49	123	116	131	127	71	344	295	348	81	82	411	26	16	30	16	30	327	.....	.....	.....
50	150	102	228	89	40	404	214	328	122	96	359	.....	.....	.....	3	16	52	.....	56	.....
51	621	411	338	316	270	1290	958	1058	97	271	1169	39	.....	7	.....	181	117	.....	240	948
52	257	159	104	104	98	450	256	443	189	114	451	8	.....	27	11	39	656	268	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

No.	TOWNS.—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
53	Bothwell	404	401	10	411	232	179	87	48	83	94	93	60	33	.....	85	136
54	Bownville	850	638	19	657	339	318	32	32	79	151	156	170	69	.....	60	346
55	Brantford	2000	2057	47	2054	896	1168	32	172	307	417	379	436	343	.....	80	769
56	Brookville	1100	1057	25	1082	534	548	3	50	82	161	127	197	195	270	.....	501
57	Chatham	1300	1222	41	1263	639	624	3	108	171	305	322	240	117	.....	30	489
58	Clifton	390	360	.....	360	185	175	30	27	49	86	74	87	37	.....	.....	155
59	Cobourg	1100	761	29	790	519	271	166	62	108	171	181	115	153	.....	.....	447
60	Collingwood	636	513	9	522	295	227	.....	56	78	118	100	136	34	.....	.....	223
61	Cornwall	600	516	24	540	292	248	.....	50	103	151	113	90	33	.....	160	200
62	Dundas	800	785	6	790	451	339	86	84	140	272	178	105	11	.....	.....	315
63	Galt	1050	844	1	845	404	441	.....	31	72	162	163	232	185	.....	.....	509
64	Goderich	1000	980	7	987	486	481	.....	59	102	209	188	271	138	.....	.....	528
65	Guelp	1600	1393	21	1414	786	628	86	117	294	434	314	221	34	.....	.....	672
66	Ingersoll	1000	685	29	714	324	390	56	62	121	177	133	133	88	.....	12	315
67	Lindsay	800	751	7	758	423	335	.....	49	160	235	182	114	18	.....	21	261
68	Milton	270	260	7	267	140	127	.....	13	30	60	55	61	45	.....	.....	159
69	Napanee	700	664	31	695	362	333	8	103	155	248	112	76	1	.....	.....	220
70	Niagara	582	375	8	383	227	156	.....	38	61	79	106	77	22	.....	.....	199
71	Oakville	450	451	1	452	236	216	27	38	60	123	81	79	70	.....	.....	184
72	Owen Sound	810	762	13	765	354	411	.....	65	91	147	203	226	33	.....	100	451
73	Paris	800	762	6	768	391	377	.....	32	135	214	133	157	37	.....	.....	292
74	Perth	700	579	9	588	296	292	.....	31	73	143	108	177	56	.....	12	334
75	Peterborough	1200	1154	20	1174	513	661	43	100	200	439	233	157	45	.....	200	459
76	Pictou	680	501	21	522	259	263	2	25	71	146	124	103	53	.....	.....	246
77	Port Hope	856	856	45	911	535	375	80	30	192	175	190	225	99	.....	.....	506
78	Prescott	600	400	1	401	150	251	10	16	64	100	94	105	22	.....	150	252
79	Sandwich	430	259	20	279	159	120	.....	11	40	84	90	50	4	.....	.....	118
80	Sarnia	660	660	15	675	291	384	60	53	130	123	201	121	47	.....	.....	272
81	St. Catharines	2722	1811	10	1821	901	920	.....	105	299	407	333	449	268	.....	.....	761
82	St. Marys	1150	1076	1	1077	568	519	9	134	243	298	232	150	20	.....	25	368
83	St. Thomas	530	450	47	497	243	254	30	13	72	130	106	135	41	.....	.....	269
84	Simcoe	414	451	23	473	266	207	.....	40	78	124	94	118	19	.....	.....	194
85	Stratford	999	963	22	985	522	463	6	90	113	230	196	251	103	.....	52	391

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
53	167	70	73	47	38	242	158	241	129	74	197	7	2	8	4	4	342	9	25	25
54	167	142	135	169	54	490	348	290	290	52	490	127	123	6	4	117	1716	...	...	...
55	396	928	647	275	208	1964	956	1894	414	767	1964	127	123	228	31	117	1716	...	...	...
56	221	168	217	245	196	688	416	563	206	256	718	2	80	80	5	95	...	...	...	...
57	381	195	230	255	177	796	489	568	140	262	683	73	40	54	14	101	1	25	...	...
58	80	113	107	100	78	230	180	190	20	73	230	16	...	8	3	...	40	...	...	...
59	135	180	188	189	98	646	412	521	227	142	608	35	...	26	10	35	...	...	94	...
60	168	100	144	56	54	318	211	270	...	35	254	20	...	...	...	...	150	...	...	...
61	142	176	103	74	46	286	259	303	46	126	172	15	...	20	...	7	...	...	...	...
62	142	210	149	169	124	600	504	552	139	126	725	15	...	23	18	3	...	...	...	...
63	130	150	134	177	45	496	222	506	100	45	506	25	...	20	25	...	...	...	...	...
64	202	310	252	129	80	967	455	765	80	80	765	40	6	10	15	80	967	51	...	...
65	293	284	334	394	199	1044	792	790	119	185	973	37	14	55	16	2	128	159	...	...
66	152	133	152	75	134	530	219	254	...	177	323	43	5	26	10	14	87	...	...	...
67	279	174	127	85	93	668	256	306	60	128	479	59	12	13	14	14	12	13	...	...
68	62	65	54	36	40	205	140	140	36	27	205	20	...	27	...	...	...	...	...	...
69	98	115	157	220	125	561	232	377	171	65	481	...	2	10	2	1	...	...	...	...
70	80	84	77	88	90	273	102	253	40	42	283	14	...	10	10	15	...	...	...	...
71	145	104	109	94	10	314	130	163	...	12	394	...	...	...	...	...	16	...	...	...
72	253	104	195	143	70	765	408	512	70	156	408	21	35	11	5	...	...	...	...	...
73	217	226	196	109	48	709	487	515	63	70	687	43	7	43	15	39	113	...	...	...
74	109	122	118	100	39	335	206	206	112	18	284	...	...	...	4	4	...	...	...	...
75	172	401	285	212	92	910	804	790	78	188	914	75	...	16	8	6	370	64	232	...
76	100	36	125	140	111	453	245	309	95	66	377	68	10	71	15	...	239	50	103	...
77	253	175	204	150	110	658	329	390	65	213	911	35	...	62	15	45	80	25	...	...
78	127	71	38	84	81	284	175	192	15	149	304	7	...	...	...	...	177	18	...	...
79	50	53	48	68	60	209	156	129	100	72	304	...	8	...	...	...	...	...	...	...
80	175	174	188	93	39	484	254	592	100	72	197	16	...	15	15	...	90	64	...	...
81	586	482	480	229	144	1093	590	814	107	39	429	14	1	18	6	...	372	30	...	...
82	82	315	213	114	45	529	463	426	418	164	1203	63	...	42	14	67	589	...	42	...
83	97	114	101	115	170	326	235	254	...	29	543	...	...	168	5	...	519	...	400	...
84	84	57	126	103	105	406	197	311	24	100	236	...	...	45	35	24	...	...	...	...
85	271	153	152	192	107	654	496	406	272	114	417	18	19	62	19	15	260	...	40	...

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	TOWNS—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.								Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
86	Whitby	887	676	19	696	392	303	.....	43	104	138	156	147	107	.....	111	312
87	Windsor	950	756	3	759	405	354	.....	79	147	195	166	172	.....	.....	.....	316
88	Woodstock	1263	1037	27	1064	567	497	30	99	202	238	192	216	117	.....	60	438
	Total	36707	31585	703	32288	16543	15745	884	2456	5035	7982	6364	6628	2853	270	1669	14083	
VILLAGES.																		
89	Amprior	450	368	2	370	197	173	.....	44	58	73	82	69	44	.....	.....	176
90	Ashburnham	368	126	4	130	77	53	7	2	5	6	25	39	53	.....	.....	78
91	Aurora	268	250	13	263	164	99	.....	24	33	43	53	60	40	10	.....	120
92	Bath	169	107	1	108	66	42	.....	6	9	11	7	5	70	.....	32	76
93	Bradford	367	226	4	230	150	80	.....	0	20	60	70	50	30	.....	.....	173
94	Brampton	500	462	.....	462	245	217	.....	40	41	76	104	201	.....	.....	.....	269
95	Brighton	356	350	15	365	181	184	.....	36	51	90	77	74	37	.....	6	168
96	Caledonia	290	282	3	285	154	131	.....	32	59	129	31	24	10	.....	.....	109
97	Cayuga	250	236	.....	236	136	100	.....	30	48	69	41	35	13	.....	.....	92
98	Chippewa	390	306	.....	306	155	151	.....	18	25	54	68	73	70	.....	20	148
99	Clinton	450	429	4	433	210	223	.....	40	48	95	79	111	60	.....	.....	205
100	Colborne	250	205	10	215	111	104	.....	12	46	51	52	50	4	.....	.....	94
101	Dunville	500	393	28	421	218	203	.....	69	65	105	85	74	23	.....	80	167
102	Elora	520	506	11	517	324	193	.....	27	76	148	125	88	53	.....	.....	192
103	Embro	180	150	16	166	81	85	.....	19	15	27	44	48	13	.....	.....	79
104	Fergus	500	453	5	458	247	211	.....	21	41	127	107	80	82	.....	.....	170
105	Fort Erie	300	140	10	160	80	70	.....	8	10	35	40	30	27	.....	.....	139
106	Gananoque	488	396	.....	396	204	192	.....	31	79	123	77	78	8	.....	50	178
107	Garden Island	220	143	.....	143	81	62	.....	1	6	25	30	38	43	.....	.....	92
108	Georgetown	480	360	9	369	214	155	.....	45	67	100	71	74	112	.....	20	165
109	Hawkebury	347	246	.....	245	144	111	.....	12	25	51	56	55	56	.....	62	142
110	Hesper	368	328	7	335	194	141	.....	28	39	62	41	80	80	.....	30	180
111	Holland Landing	150	120	46	166	70	96	.....	12	23	35	45	40	15	.....	47	95

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.														
86	223	172	116	127	47	588	592	468	49	598	20	21	16	29	6	466	298	121	...
87	201	168	147	155	88	501	191	29	38	465	18	18	...	6	...	...	...	164	...
88	189	244	225	176	230	760	587	...	250	406	64	23	38	26	64	376	332	...	96
	8022	7643	7048	5818	3944	23468	18518	4302	5061	21420	1215	452	1341	428	1120	8401	1397	1915	1417
89	96	102	57	66	45	100	40	8	...	100	...	...	...	...	...	...	...	...	...
90	50	24	30	14	8	76	52	...	...	65	2	1	1	1	1	1	1	20	...
91	35	25	31	20	16	96	20	...	30	120	10	...	3	4	0	...	...	...	...
92	15	18	30	33	12	75	45	...	35	75	35	13	8	8	...	108	...	...	...
93	35	20	35	76	54	145	96	...	81	145	21	6	18	18	12	...	...	40	...
94	98	58	85	128	100	333	196	47	53	318	9	...	...	...	20	...	...	...	7
95	86	113	70	45	51	287	187	49	...	287	12	...	17	10	...	...	...	...	...
96	46	68	60	66	45	189	189	...	45	159	...	...	...	2	...	...	...	...	...
97	68	61	25	12	60	108	97	...	60	108	15	15	15	15	5	...	...	...	...
98	55	46	50	49	106	251	155	102	109	236	21	6	15	6	...	15	...	...	306
99	125	104	78	80	41	308	200	...	26	388	...	...	7	3	...	84	...	...	...
100	20	30	45	80	40	195	203	...	40	...	...	...	...	...	...	...	...	...	...
101	93	78	106	66	65	269	116	...	47	215	12	1	18	3	6	...	...	...	...
102	81	131	94	114	30	358	262	...	94	289	9	...	14	...	...	30	...	...	...
103	10	18	29	25	30	73	54	...	30	322	4	6	5	6	...	56	...	...	...
104	128	95	88	63	74	439	291	43	111	55	38	27	29	5	8	173	...	...	...
105	33	30	36	40	14	90	28	12	12	443	10	...	6	2	...	68	...	90	...
106	135	81	84	96	...	182	161	...	20	90	...	...	...	...	...	...	...	...	...
107	32	49	25	17	20	123	37	...	20	377	5	6	4	4	...	...	2	30	...
108	83	126	59	60	41	172	127	...	68	123	9	...	12	7	...	...	...	...	...
109	49	50	61	47	48	173	86	...	34	100	10	5	24	11	...	...	...	...	...
110	90	60	79	47	59	221	45	...	...	170	24	19	15	2	26	...	...	...	...
111	50	40	40	35	31	100	40	7	15	140	1	2	...	...	...	...	...	...	...

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	VILLAGES.—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
112	Iroquois	262	154	154	154	86	68	10	17	33	29	31	23	21	..	..	71
113	Kemptville	350	211	211	211	115	96	10	1	1	50	48	66	16	..	..	113
114	Kincardine	500	480	488	488	240	198	..	64	82	159	103	57	23	..	..	206
115	Laurel	275	164	165	165	92	73	..	..	..	..	..	..	..	166	..	79
116	Lisowel	380	353	353	353	173	180	..	63	54	105	81	38	13	..	30	129
117	Merrickville	315	242	244	244	144	100	..	26	36	63	40	53	20	..	..	108
118	Mitchell	560	443	443	443	222	221	..	42	55	76	84	136	66	..	..	230
119	Morrisburg	357	282	282	282	164	118	..	30	55	64	45	52	36	..	30	134
120	Mount Forest	450	424	452	452	205	247	..	20	10	21	1	..	..	400	..	147
121	Newburgh	250	228	228	228	127	101	..	24	23	57	40	69	6	..	20	104
122	Newcastle	185	165	165	165	98	71	..	3	8	38	46	48	26	..	..	95
123	New Edinburgh	150	139	139	139	83	56	..	7	15	34	36	34	13	..	..	75
124	New Hamburg	331	331	336	336	183	143	..	17	42	84	68	61	64	..	..	164
125	Newmarket	500	443	470	470	261	209	57	63	69	116	106	92	24	..	..	170
126	Oil Springs	160	133	134	134	59	75	..	23	19	27	25	15	25	..	27	45
127	Orangeville	290	270	273	273	144	129	..	10	70	100	59	28	6	..	..	141
128	Orillia	250	240	247	247	150	97	..	33	43	59	37	50	25	..	10	105
129	Oshawa	634	704	704	704	344	360	81	73	107	157	148	170	49	..	..	284
130	Pembroke	265	238	245	245	135	110	6	20	28	77	47	32	17	26	..	84
131	Petrolia	400	391	426	426	196	230	..	35	75	115	85	37	41	..	16	166
132	Portsmouth	400	367	368	368	217	151	6	19	44	73	57	49	37	..	8	134
133	Port Dalhousie	341	270	286	286	161	125	..	17	31	81	74	109	44	..	25	166
134	Preston	400	377	377	377	198	179	..	17	31	19	16	50	37	..	25	166
135	Renfrew	150	135	135	135	76	59	12	3	16	42	37	27	27	..	40	67
136	Richmond	200	132	132	132	63	69	20	10	16	42	37	27	27	..	50	39
137	Seaford	281	269	281	281	145	136	..	32	62	73	55	56	4	..	..	109
138	Smith's Falls	333	289	285	285	145	149	23	10	48	77	79	49	32	..	..	123
139	Southampton	389	293	295	295	146	149	..	29	60	62	67	57	21	..	..	108
140	Stirling	280	280	280	280	127	153	..	29	47	63	60	41	2	..	..	97
141	Strathroy	500	447	447	447	254	193	..	23	63	80	116	114	45	..	..	235
142	Streetville	230	252	264	264	158	106	..	31	71	82	43	28	9	..	10	99
143	Thorold	500	460	464	464	230	414	86	55	110	129	82	78	12	..	30	212
144	Trenton	610	568	569	569	304	265	10	37	100	137	146	120	10	..	..	221

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
112	13	34	23	33	51	100	27	38	8	57	95	6		6	6			10	8	
113	30	49	52	45	55	151	139	132	7	20	136	8						10		
114	140	94	74	121	59	337	139	131	29	25	254	5		15	7					
115	32	30	20	45	38	163	103	161		40	142				1					
116	111	100	47	55	40	132	80	142	6	28	147		1	14	1				20	
117	50	34	54	34	39	147	82	94	36	28	17	13	7	7	6					
118	116	100	82	67	78	269	192	314		35	269	10		14	16					
119	83	45	48	46	60	160	102	34	49	42	144	15	12	17	16		163			
120	69	81	90	94	54	271	181	186			256									
121	32	40	78	78		156	84	99			156									
122	37	33	48	30	21	132	47	93		40	132			2	2					
123	36	34	28	26	28	54	31	28	7	7	56	5	1	2	6				27	
124	102	97	60	30	44	286	91	177		28	336	9	7	9	9	16				
125	98	71	77	83	73	290	104	274	92	70	286	9		11	6	30				
126	21	34	29	27	23	37	30	41	15	9	65			3	5					
127	65	60	61	27	25	100	76	76			124								10	
128	37	12	28	22	24	47	25	31		8	48	8		9	6					
129	261	194	139	87	85	595	251	473	232	92	535	20		12	6	24	624	226	133	584
130	70	45	36	37	8	103	73	74			114								12	
131	96	138	54	49	40	310	265	265	49	49	300	16		16	16		300			
132	60	75	79	91	63	132	198	204	78	67	225	10		15	10	42				
133	70	57	78	55	26	281	80	87	57	57	215	14	9	12	6	2	187	7		
134	118	117	51	47	38	296	175	203	55	86	302	8	18	6	6	6	326	19	88	
135	22	45	15	26	27	68	68	68			80									
136	30	24	25	27	26	40	36	22	21	21	60									
137	70	44	45	65	57	211	132	122	27	45	147	16		11	3					
138	74	55	66	60	61	157	117	169		9	213									
139	48	34	97	30	54	225	90	110	30	41	200	24	12	12	13	24				
140	63	55	107			107	40	30			130									
141	90	72	127	100	58	285	285	205			285									
142	36	75	90	63		161	127	64		38	172	12		8	2					
143	53	105	100	106	56	307	133	168	18	23	328	12		5	5	4	40		96	
144	152	139	159	116	62	327	136	565	23	48	215	15		11	5	23	150			

PUPILS ATTENDING THE DIFFERENT BRANCHES OF INSTRUCTION.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Number of girls learning needlework.	Other studies.
	1st class (lowest.)	2nd class.	3rd class.	4th class.	5th class.															
145	32	30	71	71	35	199	98	126	12	12	139	27	...	21	...	...	...	...	...	...
146	63	47	45	7	116	180	116	116	14	14	156	1	...	...	...	...	...	...	...	...
147	156	90	80	62	207	207	207	207	52	52	207	10	...	22	6	...	410	162	...	...
148	62	38	34	48	62	71	62	60	...	35	91	...	...	...	...	...	...	...	...	...
149	20	17	27	24	53	106	40	63	29	16	110	12	...	7	2	7	...	...	...	...
150	125	80	116	69	48	232	129	202	40	65	202	2	...	4	3	25	323	59	90	...
	4344	3964	3838	3343	2696	11844	6858	8439	1497	2134	11898	525	189	460	233	398	3056	496	588	987
151	72428	65008	68309	59704	64412	198018	90060	119245	54610	49057	191412	10136	3947	5558	2689	7079	30016	2985	2161	4381
152	7196	5583	6004	3073	2622	19408	10458	17643	18009	5497	17216	805	1138	1115	587	805	8262	1270	4460	1477
153	8022	7043	7046	5818	3944	23468	14354	18518	4362	5061	21420	1215	452	1341	428	1120	8401	1397	1915	1417
154	4344	3964	3838	3343	2696	11844	6858	8439	1497	2134	11898	525	189	460	233	338	3056	496	588	987
155	91990	82198	85199	71938	73674	252738	121940	163865	79378	61749	241946	12681	5726	8474	3847	9342	49735	6148	9124	8262
156	79365	80710	83211	63886	71967	241301	118022	147412	74761	61787	231734	10138	4329	7926	3788	11160	47618	5450	7875	8019
157	12625	1488	1988	3042	1687	11287	3918	16453	4617	...	10212	2843	1397	548	159	...	2117	698	1249	243
158	...	...	...	...	...	...	...	...	...	38	...	...	...	...	...	1818	...	...	...	...

Schools of Ontario.

TEACHERS.

CERTIFICATES.										ANNUAL SALARIES.							
Total holding Certificates.	Normal School.		County Board.			Unclassified.	Unqualified.	Certificates annulled.	Number of Scholars who attended Normal School without obtaining Certificates.	Number of Schools in which Teacher was changed during the year.	Number of Schools having more than one Teacher.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher, with Board.	Male Teacher, without Board.	Female Teacher, with Board.	Female Teacher, without Board.
	1st class.	2nd class.	1st class.	2nd class.	3rd class.												
4271	148	259	1474	2065	325	17	....	10	22	637	82	635	100	....	260	....	188
163	42	37	76	6	2	56	....	....	....	7	63	1300	250	....	600	....	228
283	47	31	130	69	6	33	....	....	3	21	110	1000	260	....	477	....	224
165	20	20	73	44	8	8	....	....	2	30	47	600	300	....	418	....	193
4882	257	347	1753	2184	341	114	....	10	27	695	302	1300	100	....	447	....	226
4739	238	363	1661	2091	386	151	....	19	65	781	279	1350	96	....	446	....	226
143	19	....	92	93	....	....	....	....	....	....	23	....	4	....	1	....	....
....	....	16	....	....	45	37	....	9	38	86	....	50	....	....	....	....	....

TABLE D.—The Common

TOTALS.	SCHOOLS.					SCHOOL HOUSES.															
	Number of School Sec- tions.	Number of Schools open.	Number of Schools closed or not reported.	Number of Free Schools.	Number of Schools, part- ly free, and otherwise.	Total Number of School Houses.	KIND.					TITLE.				BUILT DURING THE YEAR.					
							Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.		
																				Not reported.	
																			Total		
Total Counties..	4264	4189	75	3759	430	4211	601	387	1676	1527	20	3815	304	77	15	45	24	62	30	...	161
“ Cities	63	63	....	63	....	63	36	12	15	....	..	52	10	1	..	2	1	....	..	...	3
“ Towns	126	126	....	88	38	126	56	19	50	....	1	102	7	17	..	3	1	3	....	..	7
“ Villages ..	102	102	....	76	26	102	40	15	44	1	2	95	....	5	2	..	..	..	..	...	...
Grand Total, '68	4555	4480	75	3986	494	4502	733	433	1785	1528	23	4064	321	100	17	50	26	65	30	...	171
“ “ '67	4496	4422	74	3838	584	4447	679	381	1785	1581	21	3923	366	107	51	43	10	62	25	...	140
Increase	59	58	1	148	....	55	54	52	....	....	2	141	....	....	....	7	16	3	5	...	31
Decrease .....	....	....	....	....	90	....	....	....	....	53	....	....	45	7	34	....	....	....	....	....	....

Schools of Ontario.

SCHOOL VISITS.								LECTURES.			TIME OPEN.					
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Number of Examinations.	Number of Schools distributing prizes.	Number of Schools holding recitations.	Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of months and days open, including holidays and vacations.	Average No. of months and days open, including holidays and vacations.
63877	8105	4741	1319	1596	382	16231	31503	6748	1349	2169	2905	2628	277	3968	44108.05	11.04
5572	1047	1411	101	55	10	946	2002	51	63	45	10	8	2	63	756.	12.
8486	1081	1848	156	166	40	1766	3429	211	70	68	20	15	5	126	1510.12	12.
4007	399	492	151	132	10	960	1863	133	39	50	61	33	28	100	1193.22	11.28
81942	10632	8492	1727	1949	442	19903	38797	7143	1521	2332	2996	2684	312	4257	47568.09	11.05
78221	10905	8290	1735	2172	549	19255	35315	7565	1647	1994	3167	2799	368	4365	48327.13	11.03
3721	273	202	8	223	107	648	3482	422	126	338	171	115	56	108	759.04	02

TABLE E.—The Common

TOTALS.	No. of schools reported. No. of schools opened and closed with prayer. Schools using the Bible and Testament.			NUMBER OF SCHOOLS USING															
				READERS.		SPELLING BOOKS.		ARITHMETICS			GRAMMARS.			GEOGRAPHIES.					
				Canadian National.	Irish National.	Various.	Sullivan or Irish National.	Various.	Irish National.	Sangster's National.	Various.	Sullivan or National.	Lennie.	Bullion.	Various.	Sullivan or National.	Lovell or Hodgins.	Various.	England.
Total Counties..	4189	2785	2783	3819	341	49	3365	270	311	3804	22	991	2530	720	347	260	3389	54	1782
“ Cities	63	63	62	46	11	17	63	....	1	59	3	....	43	20	1	....	63	....	52
“ Towns	126	121	111	103	10	10	104	15	3	121	2	12	54	43	22	4	112	5	78
“ Villages ..	102	192	79	86	12	4	81	15	....	100	2	....	57	31	15	8	88	5	54
Grand Total, '68	4480	3061	3035	4054	374	80	3613	300	315	4084	29	303	2684	814	385	272	3652	64	1966
“ “ ‘67	4422	2993	2996	....	4316	65	3402	320	456	3925	26	322	2652	787	580	302	3598	213	1945
Increase.....	58	68	39	4054	....	15	211	....	....	159	3	....	32	27	....	....	54	....	21
Decrease .....	....	....	....	....	3942	....	....	20	141	....	..	19	....	....	195	30	....	149	....

Schools of Ontario.

BOOKS, MAPS AND APPARATUS.

HISTORIES.				BOOK-KEEPING		MENSURATION.		ALGEBRA.			GEOMETRY.			OTHER BOOKS.		APPARATUS.									
Greece or Rome.	Canada.	National Readers.	Various.	Irish National.	Various.	Irish National.	Various.	Todhunter.	Colenso.	Sangster.	Various.	Irish National.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Total No. of Maps.	Number of Schools using Maps.	Globes.	Blackboards.	Apparatus.	Tablet lessons.	Magic Lanterns.	Sch. museum of nat. hist.
3 1080	169	33	729	649	694	44	3	651	597	179	37	991	24	6	8	23773	3240	1077	3989	272	999	41	28		
45	7	18	41	3	16	41	7	42	18	75	14	14	1539	130	68	119	26	65	8	4	11	2	4		
43	11	2	20	44	3	1	26	38	11	4	49	6	8	1539	130	68	119	26	65	8	4	11	2	4	
3 1220	184	43	796	793	694	50	4	732	714	210	41	1157	62	6	63	26812	3530	1234	4253	359	1168	64	34		
66 1190	482	31	777	809	794	52	4	731	646	225	39	1150	29	22	2	37	25930	3475	1177	4225	325	1097	75	34	
30	12	19	16	100	2	4	1	68	15	2	7	33	16	2	26	882	55	57	28	34	71	11	11		
63	298	12	19	16	100	2	4	1	68	15	2	7	33	16	2	26	882	55	57	28	34	71	11	11	

[illegible]

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balances from 1867.	Legislative Grant.		Local Sources.			Total receipts for 1868.
			For masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry		242 00		200 00			442 00
Ancaster	Wentworth		250 00		100 00		100 00	450 00
Arnprior	Renfrew	126 08	233 00		520 00	13 00		942 08
Barrie	Simcoe	29 62	725 00	6 00	400 00	292 00		1452 62
Beamsville	Lincoln	6 60	290 00	5 00	150 00	83 00	5 00	539 60
Belleville	Hastings	378 50	1034 00	5 00	925 00	2 00		2344 50
Berlin	Waterloo	130 98	453 00	9 48	250 00	84 25	221 72	1149 43
Bowmanville	Durham		831 00	25 00	704 25	200 00		1760 25
Bradford	Simcoe	84 08	297 00		225 00	77 50		683 58
Brampton	Peel		686 00	15 00	336 00		165 00	1202 00
Brantford	Brant	316 54	565 00		555 00	547 00	2000 00	3983 54
Brockville	Leeds		466 00	25 00	760 00	105 00	283 50	1639 50
Caledonia	Haldimand	342 95	509 00	10 00	438 00	72 08		1372 03
Carleton Place	Lanark	69 84	403 00	5 00	458 05	7 11		943 00
Cayuga	Haldimand				55 00		195 00	250 00
Chatham	Kent	736 85	640 00		375 00	272 60		2024 45
Clinton	Huron		255 00		500 00	168 60		923 60
Coburg	Northumberland	200 66	871 00			1200 69	400 00	2672 35
Colborne	do	96 00	637 00	17 76	434 15		47 00	1231 91
Collingwood	Simcoe		304 00		300 00	150 00	50 00	804 00
Cornwall	Stormont		540 00		200 00	92 00	221 79	1053 79
Drummondville	Welland		347 00		147 00	245 00	11 94	750 94
Dundas	Wentworth	101 63	581 00		290 50	179 00	227 87	1380 00
Elora	Wellington	1 45	311 00		260 00			572 45
Farmersville	Leeds		332 00		161 00			493 00
Fergus	Wellington	74 33	431 00	15 00	250 00	102 00		872 33
Fonthill	Welland		660 00	18 30	330 00	560 00		1568 30
Galt	Waterloo	1024 99	1741 00		900 00	1421 71	9 15	5096 85
Gananoque	Leeds		460 00		496 00		55 00	1010 00
Goderich	Huron	464 17	671 00	10 00	400 00	223 93		1769 10
Grimsby	Lincoln	122 11	545 00	13 25	150 00	344 64	138 00	1314 00
Guelph	Wellington		882 00		420 22	95 75		1397 97
Hamilton	Wentworth		1164 00	25 00	800 00	1219 19		3208 19
Ingersoll	Oxford	242 00	635 00	10 00		55 00	42 89	984 89
Iroquois	Dundas	79 44	610 00		200 00	165 00	150 00	1204 44
Kemptville	Grenville	30 67	303 00		342 50			676 17
Kincardine	Bruce		306 00		348 58			654 58
Kingston	Frontenac	125 19	1473 00	25 00	775 00	1124 50	265 00	3787 69
Lindsay	Victoria		358 00	15 00	200 00	86 00	269 02	928 02
London	Middlesex		1117 00		32 45	420 50	526 05	2096 00
L'Orignal	Prescott	8 35	180 00	5 00	300 00		107 10	600 45
Manilla	Ontario		615 00	18 00	100 00	50 00	666 33	1449 33
Markham	York	129 25	588 00	23 75	300 00	192 50	8 85	1242 35
Metcalfe	Carleton		269 00		150 00		76 00	495 00
Milton	Halton		100 00	8 00	400 00	150 00		658 00
Morrisburgh	Dundas	1 00	406 00		270 50			677 50
Mount Pleasant	Brant		346 00		100 00	65 75	61 74	573 49
Napanee	Lennox	12 13	700 00	12 00	783 37		109 00	1616 50
Newburgh	Addington		819 00		228 67	68 77	358 80	1475 24
Newcastle	Durham	210 32	336 00	17 50	311 68	252 00		1127 50
Newmarket	York	0 49	273 00		400 00	308 00		961 49
Niagara	Lincoln	147 00	299 00		300 00	160 00		906 00
Norwood	Peterborough	288 44	574 00	5 88	264 00		1102 40	2234 72
Oakville	Halton		485 00	12 00	363 59		8 00	868 59
Oakwood	Victoria		255 00				245 00	500 00

Schools of Ontario.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1868.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1868.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
420 00	10 00		12 00	442 00		24	Free.
350 00	50 00		50 00	450 00		15	
600 00	76 31		29 22	705 53	236 55	40	Free.
1417 00		12 00	23 62	1452 62		44	\$4.
500 00		10 00	22 74	532 74	6 86	32	\$2 for girls.
1616 00	325 37	10 00	186 13	2137 50	207 00	126	Free to Co. and Town, others \$3.
1108 00	4 50	18 96	17 97	1149 43		36	Free.
1600 00		50 00	110 25	1760 25		89	\$1.50, \$1.
524 75			61 26	586 01	97 57	44	75 cents.
914 00		30 00		944 00	258 00	66	Free.
1395 69	1467 56		305 51	3168 76	814 78	48	\$4.50.
1300 00		50 00	289 50	1639 50		39	\$3.
733 33	18 49	20 00	208 06	979 88	392 15	33	75 cents.
633 34	45 23	10 00	83 95	772 52	170 48	42	Free.
165 00	41 34		21 86	228 20	21 80	19	Free.
1120 53	205 87		129 18	1455 58	568 87	76	\$3, \$2, \$1.
500 00	115 10		147 11	762 21	161 39	57	\$2, \$1.
1883 75	606 57		107 00	2597 32	75 03	160	\$3.50.
955 50	118 75	36 16	40 00	1150 41	81 50	71	Free.
500 00	250 00		54 00	804 00		30	
917 47	20 25	5 00	79 87	1022 59	31 20	44	
616 50	10 50		105 35	732 35	18 59	38	\$2.50, \$2.
1380 00				1380 00		110	75 cents.
511 00	2 50		47 13	560 63	11 82	45	
493 00				493 00		75	Free.
726 00	8 48	33 00	59 39	826 87	45 46	20	\$1.50.
1340 00	96 00	94 90	37 40	1568 30		86	\$3.50.
2814 95	1022 90	34 15	198 89	4070 89	1025 96	149	\$4.
900 00	15 00		95 00	1010 00		60	
1240 80	210 27	28 25	94 46	1573 78	195 32	58	\$2.
1025 00	5 85	26 70	43 28	1101 83	212 17	55	\$3.
1102 00	7 14		285 58	1394 72	3 25	86	75 cents.
2400 12	61 50	50 00	511 71	3023 33	184 86	143	\$4.
814 89	70 00	20 00	80 00	984 89		60	75 cents.
960 00	50 00		65 00	1075 00	129 44	82	\$2, \$1.
444 75	36 42		62 33	543 50	132 67	52	Free.
565 40			89 18	654 58		55	Free.
2471 50	166 88	51 15	146 30	2835 83	951 86	89	\$5, \$4.
660 00	146 00	30 00	92 02	928 02		41	\$2.
2096 00				2096 00		74	\$1.50.
450 00		20 40		470 40	130 05	29	Free.
1365 00		36 00	48 33	1449 33		43	\$3 to \$1.
848 00	198 25	47 50	41 75	1135 50	106 85	43	\$2.
495 00				495 00		38	Free.
500 00	40 00	16 00	102 00	658 00		38	\$2.50.
637 50			40 00	677 50		47	Free.
551 83			21 66	573 49		32	\$1.50.
1164 13	207 05	24 00	216 10	1611 28	5 22	40	Free.
1334 87	22 00	2 50	115 87	1475 24		72	\$2.
800 00		35 00	92 50	927 50	200 00	53	\$2.
883 83	48 80		38 86	981 49		30	\$4.
700 00	45 00	10 00	4 00	759 00	147 00	30	\$4.
1527 43	450 98	21 76	141 34	2141 51	93 21	27	Free.
758 59	21 00	24 00	65 00	868 59		40	Free.
500 00				500 00		35	Free.

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1897.	Legislative Grant.		Local Sources.			Total receipts for 1898.
			For Masters' salaries.	For Maps, prizes, &c.	Municipal grants.	Fees.	Balance and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Onemee	Victoria	77 29	639 00		200 00	24 00		940 29
Orangeville	Wellington	08	337 00	22 50	310 82			670 40
Osborne	Russell	100 00	243 00	5 00	150 00		222 62	720 62
Oshawa	Ontario	60 95	900 00	6 29	372 14	106 50		1445 88
Ottawa	Carleton	186 68	1149 00	28 00	625 00	1892 88		3881 56
Owen Sound	Grey		553 00		200 00		447 00	1200 00
Paris	Brant		515 00		134 93		297 00	946 93
Pakenham	Lanark		390 00		400 00			790 00
Pembroke	Renfrew		393 00	15 00	165 00	95 00		668 00
Perth	Lanark		625 00	5 00	482 50	41 57	480 00	1634 07
Peterborough	Peterborough	346 00	880 00		410 00	94 00		1730 00
Pictou	Prince Edward		452 00	19 29	1250 00	77 00	322 16	2120 45
Port Dover	Norfolk	22 10	418 00		100 00		106 90	647 00
Port Hope	Durham		772 00	36 09	768 99	482 00	36 09	2095 17
Port Perry	Ontario		150 00	32 92	150 00	50 00	100 00	482 92
Port Rowan	Norfolk	70 29	233 00	23 70			819 17	1146 16
Prescott	Grenville		389 00	7 00	389 00	138 25	148 38	1071 63
Renfrew	Renfrew	2 69	405 00	9 00	220 00	68 75		705 44
Richmond	Carleton	139 00	240 00		150 00			529 00
Richmond Hill	York		330 00		300 00			630 00
Sarnia	Lambton	1 75	302 00	44 35	523 80	198 00		1069 90
Scotland	Brant		230 00	16 00	212 50	9 00	356 44	823 94
Simcoe	Norfolk		649 00	10 00	412 00	49 00		1120 00
Smith's Falls	Lanark		375 00	8 00	340 00	109 75		882 75
Smithville	Lincoln	129 00	259 00		150 00	120 00		658 00
Stirling	Hastings	21 83	321 00		490 00		4 50	837 33
Stratford	Perth	390 74	622 00		150 00			1162 74
Strathroy	Middlesex		296 00	10 00	606 07			912 07
Streetsville	Peel		343 00	15 00	215 00			573 00
St. Catharines	Lincoln	201 84	848 00	15 00	430 00	407 85	19 49	1922 18
St. Thomas	Elgin		650 00		400 00	23 00		1073 00
St. Mary's	Perth		586 00	35 00	400 00		660 50	1681 50
Thorold	Welland		466 00		119 00	79 00	200 00	864 00
Toronto	York	2924 25	1697 00	20 00	327 00	946 67	501 50	6416 42
Trenton	Hastings		260 00	23 00	223 00			506 00
Uxbridge	Ontario	9 25	431 00	6 00	425 00			871 25
Vankleekhill	Prescott		273 00		300 00	127 00		700 00
Vienna	Elgin		360 00		282 00			642 00
Wardsville	Middlesex	122 00	311 00		100 00	40 00	27 00	600 00
Waterdown	Wentworth		289 00	33 45	144 50	87 50	274 20	828 65
Welland	Welland		400 00	8 00	375 00			783 00
Weston	York		654 00		320 00	304 25		1278 25
Whitby	Ontario		1114 00	15 00	700 00	60 00	537 38	2426 38
Williamstown	Glengarry		705 00	17 00	200 00	28 00	17 00	967 00
Windsor	Essex		543 00	15 00	300 00		83 00	941 00
Woodstock	Oxford	95 29	750 00	5 00	600 00	169 25		1619 54
Grand Total, '68		10482 69	53190 00	862 51	34182 76	16684 29	13787 48	129189 73
" '67		9380 89	53691 00	870 66	39109 45	15605 53	15921 76	134579 29
Increase		1101 80				1078 76		
Decrease			501 00	8 15	4926 69		2134 28	5389 56

* This item includes the re-payment of a loan of \$537.93.

Schools of Ontario—Continued.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1898.	Fees per term of three months per pupil,
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1898.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
839 00			99 75	938 75	1 54	82	Free.
469 00	112 53	45 00	43 87	670 40		43	Free.
500 00	200 00	10 00	10 62	720 62		34	
1269 23	20 00	12 58	78 12	1379 93	65 95	83	Free.
2062 57	409 91	73 30	150 06	3595 84	285 72	100	\$8, \$0.
1200 00				1200 00		47	Free.
852 50	12 43		82 00	946 93		32	\$3, non-residents.
700 00	60 00		20 00	780 00		40	
494 75	42 00		76 00	649 75	18 25	50	\$1.50.
1444 38		37 00	179 69	1634 07		144	\$1.50, non-res., 75cts., res.
1182 00	30 10	220 00	129 76	1561 86	168 14	80	
1268 63	20 17	38 58	561 19	1888 57	231 88	38	Free to 1st half.
450 00	60 00	12 00	40 00	562 00	85 00	47	Free.
1300 00	311 60	72 18	411 39	2095 17		77	\$4, \$3, \$2.
400 00		65 84	17 08	482 92		30	
600 00	106 95	47 70	345 88	1100 53	45 63	58	Free.
999 00	22 75	14 00	35 88	1064 63		61	\$1.50, 75cts.
555 00	8 00	18 00	29 90	610 90	94 54	47	75cts.
400 00	50 00		79 00	529 00		20	
600 00			30 00	630 00		39	Free.
800 00	44 44	88 70	136 76	1069 90		28	\$3.
443 22	297 52	38 00	2 20	780 94	43 00	77	\$1.50.
1100 00		20 00		1120 00		50	\$3.
725 00		16 00	36 95	777 95	54 80	46	\$3.75 non-res., 75cts. res.
390 00			15 30	405 30	252 70	45	\$2.
462 18	310 00		53 00	825 18	12 15	25	
950 00	43 30	17 00	128 00	1138 30	24 44	46	Free.
600 00	214 25	20 00	77 82	912 07		48	Free.
455 00	11 55	30 00	42 67	539 22	33 78	59	
1609 20	26 50	31 80	127 34	1794 84	127 34	65	\$5, \$4, \$3.
800 00	25 00	7 00		832 00	241 00	49	
1400 00	105 00	70 00	106 50	1681 50		51	Free.
814 00		5 00	45 00	864 00		40	75cts.
2819 00	669 61	52 75	138 09	3679 45	2736 97	114	\$5, \$4.
460 00		46 00		506 00		21	
690 00	112 90	12 00	35 45	850 35	20 90	69	Free.
650 00			50 00	700 00		46	Free to Co., \$3 to others.
600 00			42 00	642 00		35	Free.
600 00				600 00		38	\$1.
609 72		66 90	54 55	731 17	97 48	58	25cts.
700 00		16 00	67 00	783 00		100	Free.
974 00	212 00		92 25	1278 25		54	\$2.
1533 25	195 26	30 00	*667 87	2426 38		87	Free to Town, \$2 to others.
725 00		34 00	28 00	787 00	180 00	42	Free.
900 00		30 00	11 00	941 00		30	
1310 00	234 71	19 25	50 87	1614 83	4 71	64	\$1.
5348 60	10267 34	2184 01	9346 95	117646 90	11542 83	5649	
94820 08	19190 39	2137 71	8032 50	124180 68	10398 61	5696	
1028 52		46 30	1314 45		1144 22		
	8923 05			6533 78		47	

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Proseody.	Reading Cæsar.	Reading Virgil.	Reading Livy.	Reading Ovid.	Reading Cicero.
Alexandria	24	24	23	22	17	24	15	8	15	.....	4	1	.....	.....	.....
Ancaster*	15	15	15	15	15	15	15	15	35	.....	5	5	.....	.....	.....
Arnprior	40	40	44	40	40	35	35	35	35	.....	5	5	.....	.....	.....
Barrie	44	44	43	44	22	43	43	43	6	12	6	13	5	.....	5
Beamsville	26	26	26	26	26	16	13	3	3	.....	3	2	.....	.....	.....
Belleville	126	126	126	126	52	101	44	36	24	9	19	.....	.....	.....	.....
Berlin	36	36	20	36	36	32	26	26	3	3	2	3	.....	.....	3
Bowmanville	89	89	64	78	75	87	70	17	9	9	6	8	.....	.....	3
Bradford	44	44	44	44	44	39	35	11	4	2	2	2	2	2	2
Brampton	66	66	54	38	28	52	38	52	13	4	12	11	.....	12	.....
Brantford	48	48	48	48	32	45	37	20	10	4	6	4	5	2	4
Brockville	39	39	23	33	39	39	24	39	26	26	.....	13	.....	13	.....
Caledonia	33	33	33	33	21	25	16	25	11	.....	8	1	.....	8	.....
Carleton Place	42	42	42	42	42	25	13	13	13	.....	6	.....	.....	.....	.....
Cayuga	19	19	19	19	19	19	15	15	8	.....	4	.....	.....	.....	.....
Chatham	76	76	76	76	76	60	60	60	60	8	2	8	4	4	4
Clinton	57	57	57	57	57	43	40	40	3	3	1	3	3	3	3
Cobourg	160	130	50	90	80	160	107	112	58	32	38	32	.....	5	.....
Colborne	71	71	71	71	48	64	36	50	8	6	1	8	.....	.....	.....
Collingwood*	23	23	23	23	23	20	17	20	2	3	7	3	.....	1	.....
Cornwall	44	44	16	.....	.....	44	29	29	.....	.....	10	3	.....	3	.....
Drummondville	38	38	.....	38	38	38	35	38	38	1	2	.....	1	.....	1
Dundas	110	110	110	110	110	110	20	110	20	10	3	10	20	20	10
Elora	45	45	45	45	9	45	15	19	3	3	6	3	1	3	2
Farmersville	75	69	69	55	56	55	51	55	12	2	2	2	.....	.....	.....
Fergus	20	20	20	20	.....	20	6	20	2	2	2	2	.....	1	.....
Fonthill	85	85	33	62	72	81	81	61	64	19	26	13	2	2	4
Galt	148	148	148	148	92	149	51	148	37	18	37	18	18	18	18
Gananoque	60	60	39	39	.....	60	60	30	.....	.....	4	.....	.....	.....	.....
Goderich	58	58	58	58	22	57	42	25	25	.....	8	4	.....	3	.....
Grimsby	55	55	45	45	55	55	35	51	5	.....	8	.....	2	4	.....
Guilph	86	86	86	86	86	86	61	37	37	37	37	12	7	15	.....
Hamilton	143	143	143	143	142	121	83	121	121	17	28	2	6	10	.....
Ingersoll	60	60	60	60	60	50	40	20	10	8	10	4	.....	.....	.....
Iroquois	82	82	72	82	82	70	69	70	3	3	6	2	.....	.....	.....
Kemptville	52	52	52	52	52	43	40	43	40	3	15	3	.....	3	.....
Kincardine	55	55	55	55	55	44	44	.....	44	.....	8	.....	.....	.....	.....
Kingston	89	89	89	89	54	87	87	87	60	24	29	24	13	.....	7
Lindsay	41	41	41	41	41	38	28	20	20	.....	10	3	.....	2	.....
London	74	74	74	74	64	74	50	74	74	4	20	4	3	.....	.....
L'Orignal	29	29	29	29	29	29	25	25	25	.....	6	3	.....	.....	.....
Manilla	43	41	35	43	30	30	21	8	1	1	5	2	.....	.....	.....
Markham	43	39	39	34	39	42	25	17	10	6	7	6	4	.....	6
Metcalfe	38	38	38	38	38	30	30	30	30	.....	9	2	.....	.....	.....
Milton	35	35	35	35	35	34	25	25	25	.....	10	3	.....	.....	.....
Morrisburgh	47	41	41	47	11	46	43	10	46	3	7	3	.....	3	.....
Mount Pleasant	32	32	32	32	.....	19	17	17	.....	2	2	.....	.....	.....	.....
Napanee	35	35	35	35	35	40	27	35	5	5	3	5	.....	2	.....
Newburgh	72	72	72	72	72	72	72	72	6	2	14	6	2	.....	2
Newcastle	53	53	53	53	53	40	35	40	30	.....	10	4	.....	.....	.....
Newmarket	30	30	30	30	30	30	30	30	30	.....	7	.....	.....	.....	.....
Niagara	29	20	20	4	.....	29	12	29	10	4	10	.....	.....	4	.....
Norwood	26	26	26	26	26	27	19	27	11	.....	8	8	1	.....	5

*Estimated.—No Report.

Schools of Ontario.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

			IN GREEK.								IN FRENCH.							
Reading Horace.	In Verse Composition.	Average attendance of boys in Latin.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Corneille's Horace.		
1		9	5	5	5	5					20	20	20		6	4		
2	2	14	14	12	14	14	3	3	3	3	30	30	30		5	3		
3		7	2	2	2	2					9	9	3	3				
4		30	5	5	5	5					23	12	11		4			
5		12.5	5	5	5	1	1	1	1		12	12	1	1	1	1		
6		33.5	13	3	10	1	10	5	5	1	48	48	22		7	6		
7	2	13.5	4	2	2	2	2	2	2	2	13	13	2		5	2		
8	11	19.5	22	11	22	22	8	8	8		45	45	45		24	8		
9		22.5	15	10	5	5	2	5	2	3	25	12	12	12	10	5		
10		22.5	26	12	26	26	16	13			25	25	25	20	20	12		
11		15.5	5	5	5						4	4	4	4	4			
12		11.5	2	2	2			2			9	9	9		9			
13		12	4		4													
14	4	26.5	8	4	8	8	4	8	4		41	41	41	41	9	2		
15	3	15.5	6	3	3	3	3	3	3	3	31	31	31	3	12	3		
16		64	65	43	65	22	20	18		5	29	29	29		10			
17	8	18	8	4	8	4	4		2		19	19	6	6	6	3		
18		17.5	4	4	4	4					3	3	3	3				
19	4	1.9	12	9	9		1	1	1		13	13	13		3	1		
20	1	14.5	3	2	3	3		1	1		8	8	8	1	1			
21	6	41	16	9	16	7	7	7	7		50	50	50	10	21	10		
22		9	5	5							20	20	20	7	3	3		
23		9	3	3	3	3					19	19	19	3	3			
24	1	10.5	5	3	5	3		2	2		12	12	8		4	3		
25	2	34	16	12	16	4	2	4	1		25	25	25		13			
26	18	81.5	56	32	52	8	18	18	37	18	116	116	71	4	37	18		
27		19									25	25	18		6	4		
28	6	20.5	4	4	4	4					15	15			5			
29	2	18.5	17	12	5			5	1		11	11			7			
30	7	30	30	21	30	20	11	11	20	7	26	26	26	26	17	7		
31		65	14		14		8				38	38	38		19	6		
32		17.5	2	2	2	2					30	20	20		15	3		
33	1	15.5	2	2	2	2		1			15	15	15		2			
34		14.5	3	3	3	3					9	9	9		3			
35		14																
36	6	55.5	29	18	29	20	7	23	7		35	35	35		17	9		
37		17	3	3	3	3					20	10	20		10			
38		41	17	10	17	17	7				18	18	18	9	7	2		
39		10.5	2	2	2	2					3	3	3					
40	4	15.5	4	3	1	4	1		1		15	15	15		4	1		
41		20	8	3	5	5	5	2	5	2	8	8	8		4	2		
42		10	5	3	5	5	2	2	2		10	10	10		3			
43		9	5	3	5			2			8	8	8					
44	3	16	4	4	1	4					7	7	7	7	2			
45		7.5	1	1	1						15	15	15					
46	3	20.5	10	6	10	6	4	1	2		8	8	8		3	1		
47		29	9	3	9	6	6		2		9	9	9	3	9	4		
48		13.5	1	1							20	20	14	20	5			
49	2	13									7	7	7	7	1			
50		11.5	10	5	10	2	2	3	5	3	2	2	2					
51	3	14	5	2	5			3	1		2	2	2		1			

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.		IN					
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Alexandria	24	12	7	22	8	3				24	20				
Ancaster*	15	10	10	10	10	8				15	15				
Arnprior	40	10	10	20	10	2				40	40			8	
Barrie	44	36	32	42	19	22	3		13	44	44	14	17	44	
Beamsville	16	7	5	12	4	3			3	23	26	25	4		
Belleville	126	30	22	72	30	2	25	16	45	126	126	45	126	126	
Berlin	39	25	15	30	16	7	1		6	36	32	6	10		
Bowmanville	89	37	17	89	29	7		7	11	78	89	11	20		
Bradford	44	44	25	44	34	15		6	15	44	44	2			
Brampton	66	38	29	66	38	20		5	14	66	66	14	55		
Brantford	48	35	30	28	12	14	8	13	13	48	48	13	18		
Brockville	39	33	30	34	21	14	14		16	30	39	30	16		
Caledonia	33	18	16	33	6	2			8	33	10		9		
Carleton Place	42	20	22	36	18	22		2	20	20	36	6	20	42	
Cayuga	19	6	6	15	6	4				19	4				
Chatham	76	66	34	76	39	7	8	22	76	76	76	76	35		
Clinton	57	24	16	54	24	12	30	12	3	30	57	3	11		
Cobourg	140	78	30	107	50	6	6	6	25	60	50	25	39		
Colborne	71	29	23	71	19	10			9	71	71	9	10		
Collingwood*	23	10	7	20	5	5				23	23	3			
Cornwall	44	18	18	16	12	4	2			20	44				
Drummondville	38	26	23	18	6	5	10	5	8	30	38	4	32	38	
Dundas	110	110	76	110	95	16	12	10	12	110	110	12	25	110	
Elora	45	7	9	45	2	4			10	35	45		45		
Farmersville	65	26	19	65	15	12	11	5	2	58	63	5	3	75	63
Fergus	20	10	9	20	6	4	2		2	20	12		2		
Fonthill	86	45	26	67	25	7		5	5	54	48	8	12	86	
Galt	148	97	85	123	68	30	37	51	18	148	97	18	51		
Gananoque	60	17	18	42	5					39	60				
Goderich	58	21	24	23	10	4			6	58	50	10		58	
Grimstby	55	28	17	52	20	6		8	6	49	55	8	15	55	
Guelph	86	74	59	79	32	24			33	81	81	33	33	81	
Hamilton	143	37	29	81	19	16	24		30	143	82	35	6		
Ingersoll	60	40	20	60	20	8	8		20	60	60	40	20	60	60
Iroquois	71	30	10	51	8	6	50	3	12	70	40	3	10		
Kemptville	52	17	13	52	6				43	50	52	43	52		
Kincardine	55	28	13	39	17	7		7		55	55				
Kingston	89	53	49	53	39	34	39	40	24	76	89	24	28	89	
Lindsay	41	20	20	41	10	4			41	41	41	30			
London	74	66	12	66	41	9	39	24	24	74	64	24	64		
L'Orignal	29	6	5	19	4	3			6	29	20		20		
Manilla	40	25	15	40	17	7	1	4	4	30	20	5	6		
Markham	38	24	21	35	24	8	2	11	11	37	23	3	8		
Metcalfe	36	28	12	38	28	8	5	5	2	38	38	2	3		
Milton	35	10	15	35	6	3				21	20				
Morrisburgh	40	15	9	40	8	3	15		5	42	35	5	5		
Mount Pleasant	32	15	6	32	15		9			32	32	8			
Napanee	35	10	11	35	3	2				37	15				
Newburgh	72	26	18	55	26	13	14	14	18	72	48	20	22		
Newcastle	53	6	1	53	6	1			53	53	53				
Newmarket	30	18	14	25	10	9			16	30	19				
Niagara	29	5	5	26	3	3	3		5	15	29	17	5		
Norwood	27	14	13	27	8	9		3	3	24	26	4	10		

* Estimated.—No Report.

Schools of Ontario.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.										Head Masters ; their Qualifications and Colleges.
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which the Bible is read.	Schools under United Boards.	Number of maps in school.	Number of globes in school.	
								Schools in which there are daily prayers.	Number of pupils who were matriculated at any University, 1898.	
24	17									1 J. M. McAlister, B.A., <i>Queen's</i> .
15		5				1	1	22	2	1 H. C. W. Wetthey, B.A., <i>Trinity</i> .
40	8						1	7		1 H. Lloyd Slack, M.A., <i>Lennoxville</i> .
38	32							11	2	1 H. B. Spotton, B.A., <i>Toronto</i> .
26	10					1	1	10		1 J. Howard Bell, B.A., <i>Albert</i> .
126	22					1		11	1	2 Alexander Burdon.
16	8	36				1		12	1	3 Cyrus A. Neville, M.A., <i>Victoria</i> .
70							1	32	2	2 Edward G. Crowle, M.A., <i>Glessen</i> .
44	8					1		10	2	1 Robert Dobson, <i>Certificate</i> .
45	25				34		1	17	2	2 John Seath, B.A., <i>Queen's, Ireland</i> .
48	31	14				1		12	2	2 Wm. L. Richardson, B.A., <i>Trinity</i> .
12	12					1		17	2	2 Joseph Green, M.A., <i>McGill</i> .
33	16				40	1	1	10	2	2 W. H. Rennelson, B.A., <i>Toronto</i> .
						1	1	17	2	1 Peter McLaren, B.A., <i>Queen's</i> .
19		19	1					4		1 C. W. Colter, B.A., <i>New Brunswick</i> .
68	40					1		34	3	2 S. A. Marling, M.A., <i>Toronto</i> .
57	10							13	2	1 James Turnbull, B.A., <i>Toronto</i> .
60	30					1		9		3 David Ormiston, B.A., <i>Toronto</i> .
71	10						1	9	2	1 Alexander Murray, M.A., <i>Aberdeen</i> .
63	7					1		10	1	1 Charles R. Dickinson, B.A., <i>Dublin</i> .
								18	1	2 W. T. Briggs, M.A., <i>Trinity</i> .
38	35					1		10	1	1 Rev. J. Y. Cameron, M.A., <i>Queen's</i> .
110	12	101				1	1	14	2	2 J. Howard Hunter, M.A., <i>Toronto</i> .
45	10					1		39	3	1 Rev. J. G. Macgregor.
51	18					1	1	12	2	1 Frank H. Chrysler, B.A., <i>Queen's</i> .
20	5							5		1 James E. Burgess, B.A., <i>Queen's</i> .
47	26		86			1		28	2	2 Henry De le Matter, <i>Certificate</i> .
135	21	12		148	148			25	5	9 Wm. Tassie, M.A., <i>Toronto</i> .
39							1	20		2 J. Lawton Bradbury, B.A., <i>Trinity</i> .
50	5	6				1		22	2	1 James Preston, B.A., <i>Toronto</i> .
54	6					1		14	2	1 Daniel Campbell, <i>Certificate</i> .
76	39	40				1	1	24	2	2 J. Morrison, L.L.B., <i>Toronto</i> .
143	34	38				1		18		3 J. M. Buchan, M.A., <i>Toronto</i> .
60	35	12			30	1	1	30	2	1 J. W. Sargent, <i>Dublin</i> .
73	8					1		15	2	2 W. A. Whitney, M.A., <i>Victoria</i> .
52	13	5						26	2	1 John Wilson Jolly, <i>Certificate</i> .
55	15				22	1	1	15	1	1 Duncan Morrison, B.A., <i>Queen's</i> .
89	42	7		43	43	1		31		7 Samuel Woods, B.A., <i>Toronto</i> .
41	10	15				1	1	20	2	1 Henry Reazin, <i>Certificate</i> .
74	18	39		74	64	1	1	30	4	2 Benj. Bayly, B.A., <i>Dublin</i> .
29	10							10	2	1 F. F. Macnab, B.A., <i>Queen's</i> .
10	7					1	1	3		3 R. H. Harper, B.A., <i>Victoria</i> .
36	21					1		22	2	1 H. H. Hutton, M.A., <i>Victoria</i> .
	4						1	10	2	1 J. Morrison, M.A., <i>Acadia</i> .
35						1		25		1 Rev. N. Burns, B.A., <i>Toronto</i> .
47	9					1	1	13	1	1 W. E. Scott, B.A., <i>Victoria</i> .
32	4						1	18	1	1 A. T. Briggs, B.A., <i>Trinity</i> .
40	40					1	1	12	4	2 Hammel M. Deroche, B.A., <i>Toronto</i> .
25	30							12		2 John Campbell, M.A., <i>Victoria</i> .
53						1	1	5	1	1 W. W. Tamblyn, M.A., <i>Toronto</i> .
30	9					1		38	2	1 W. W. Anderson, <i>Certificate</i> .
20	3					1		10		1 C. P. Mulvany, B.A., <i>Dublin</i> .
17	9						1	11	2	2 J. H. Thom, M.A., <i>Toronto</i> .

TABLE H.—The Grammar

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Livy.	Reading Ovid.	Reading Cicero.
Oakville	40	40	35	35	25	26	24	26	2	.....	5	2	2	.....	.....
Oakwood	35	35	35	35	.....	35	35	4	.....	.....	.....	.....	.....	.....	.....
Omeme	82	82	21	35	61	61	29	39	7	.....	17	11	4	4	5
Orangeville	43	42	31	32	23	.....	33	26	9	.....	5	7	5	.....	.....
Osborne	34	34	34	34	16	26	19	19	7	.....	2	2	.....	.....	.....
Oshawa	83	83	83	83	83	83	67	83	83	16	16	16	.....	.....	9
Ottawa	100	65	100	65	100	100	100	100	.....	8	11	8	.....	.....	.....
Owen Sound	47	47	47	47	46	40	16	.....	.....	7	.....	2	5	.....	.....
Pakenham*	20	20	20	20	20	20	20	20	7	.....	4	.....	.....	.....	.....
Paris	32	32	32	32	32	32	32	32	3	3	4	3	1	2	1
Pembroke	48	48	48	48	46	50	48	48	48	.....	16	.....	1	.....	.....
Perth	99	99	99	99	99	91	91	24	67	15	13	15	2	.....	1
Peterborough	144	144	144	144	144	112	106	6	106	.....	.....	20	1	4	6
Pictou	38	38	38	38	38	38	38	36	9	2	.....	2	2	2	2
Port Dover	47	47	47	47	.....	42	18	10	12	.....	6	4	.....	.....	.....
Port Hope	77	77	77	70	77	39	20	39	39	2	10	7	2	2	4
Port Perry*	20	20	20	20	15	20	20	20	10	.....	5	5	.....	.....	.....
Port Rowan	58	58	58	58	58	46	40	45	40	.....	3	2	.....	.....	.....
Prescott	61	61	61	61	61	26	26	26	2	.....	3	2	.....	.....	.....
Renfrew	47	47	47	47	14	36	36	.....	36	1	6	2	.....	.....	.....
Richmond*	16	16	16	16	10	16	15	15	15	.....	2	.....	.....	.....	.....
Richmond Hill	28	28	28	28	28	28	28	10	10	2	6	2	.....	.....	4
Sarnia	28	.....	24	24	.....	28	28	28	3	.....	8	5	.....	.....	.....
Scotland	77	77	73	75	71	54	43	51	54	5	8	5	.....	.....	.....
Simcoe	50	50	50	50	40	50	24	50	20	16	8	18	.....	.....	6
Smith's Falls	46	46	46	24	36	41	25	41	41	5	10	5	.....	2	.....
Smithville	45	45	20	45	45	45	4	.....	.....	.....	4	.....	.....	.....	.....
Stirling	25	25	23	23	25	25	25	9	6	2	4	2	.....	.....	.....
Stratford	46	46	46	46	46	46	37	16	8	.....	3	6	2	.....	4
Strathroy	48	48	48	48	48	39	35	4	.....	2	2	.....	.....	.....	.....
Streetville	59	59	59	59	59	48	46	48	48	2	.....	.....	.....	.....	2
St. Catharines	65	63	63	65	65	55	55	55	55	.....	3	.....	.....	.....	.....
St. Thomas	47	46	46	46	9	49	46	46	1	1	3	1	1	.....	.....
St. Mary's	51	51	51	51	51	51	26	51	51	9	15	13	3	9	4
Thorold	40	40	26	18	40	31	13	15	3	3	.....	2	1	.....	.....
Toronto	114	114	114	114	83	114	107	114	35	8	.....	14	1	14	14
Trenton	21	21	21	21	21	21	17	21	3	.....	4	.....	.....	.....	.....
Uxbridge	69	69	69	69	45	68	49	60	60	5	14	5	2	2	2
Vankleekhill	46	46	46	17	46	45	36	45	46	5	6	5	.....	1	3
Vienna	35	35	35	35	16	12	8	12	7	1	4	.....	.....	.....	.....
Wardsville	17	15	15	15	17	17	11	16	7	1	3	4	1	.....	1
Waterdown	56	56	35	56	.....	48	38	38	.....	.....	1	6	.....	.....	.....
Welland	100	100	26	48	.....	56	41	6	2	2	7	2	1	.....	4
Weston	51	54	54	54	44	54	37	54	54	12	15	10	2	2	11
Whitby	87	87	75	87	87	87	70	29	29	13	2	18	3	3	7
Williamstown	42	42	42	42	42	39	19	11	7	6	8	8	.....	.....	.....
Windsor*	30	30	30	30	30	30	30	30	30	4	8	8	4	4	4
Woodstock	56	56	35	.....	22	64	49	23	7	7	16	4	2	3	3
Grand Total, 1898	5563	5437	4891	4912	4125	4881	3815	3601	2302	469	705	601	176	115	265
“ 1897	5639	5467	4896	4992	4091	5171	4046	3606	2533	480	748	497	129	91	205
Increase .....	.....	.....	.....	.....	34	.....	.....	.....	.....	.....	.....	104	47	24	60
Decrease	76	30	5	80	.....	290	221	62	251	11	.....	.....	.....	.....	.....

* Estimated.—No Report.

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.				IN			
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In Arithmetic, higher rules.	In Algebra, higher rules.	In Euclid, Book III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.		In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Oakville	40	31	13	40	6	2	3	.....	2	25	40	2	.....	.....	.....
Oakwood	31	12	7	31	7	3	1	.....	.....	30	35	.....	.....	.....	.....
Omeme	66	26	27	66	18	12	4	4	28	38	56	18	35	.....	.....
Orangeville	42	15	10	29	13	7	.....	6	6	41	18	.....	.....	.....	.....
Osborne	34	12	8	34	8	4	.....	.....	6	34	28	.....	15	10	.....
Oshawa	76	41	30	76	20	4	.....	4	10	70	30	7	10	.....	.....
Ottawa	100	31	30	43	14	14	14	4	43	100	100	8	43	.....	.....
Owensound	47	23	14	47	23	5	.....	7	47	47	47	.....	47	47	.....
Pakenham*	20	15	10	15	10	5	8	.....	20	20	14	.....	14	.....	.....
Paris	32	25	21	32	3	4	.....	7	17	32	32	17	17	.....	.....
Pembroke	48	15	8	44	7	4	.....	.....	48	48	15	.....	.....	.....	.....
Perth	99	41	30	99	23	13	39	37	27	72	61	27	52	.....	.....
Peterborough	144	38	30	144	38	10	30	.....	100	44	144	40	4	.....	.....
Pictou	38	38	38	25	26	7	.....	.....	4	38	38	4	8	.....	.....
Port Dover	47	14	9	28	14	5	20	3	10	37	47	4	.....	.....	.....
Port Hope	77	77	31	77	47	11	20	20	25	77	77	10	35	.....	.....
Port Perry*	20	20	20	15	10	10	.....	.....	10	20	20	19	10	.....	.....
Port Rowan	58	16	9	58	8	.....	.....	.....	58	50	50	10	58	.....	.....
Prescott	61	8	4	61	2	.....	.....	.....	25	61	61	30	10	.....	.....
Renfrew	47	12	11	30	12	5	25	.....	3	47	10	.....	.....	.....	.....
Richmond*	16	16	10	16	10	5	.....	.....	.....	10	10	.....	.....	.....	.....
Richmond Hill	28	18	14	28	13	7	2	.....	4	28	28	4	2	.....	.....
Sarnia	28	15	18	27	13	9	.....	.....	24	26	24	.....	.....	.....	.....
Scotland	76	38	12	76	31	1	25	30	4	67	39	3	17	.....	.....
Simcoe	50	40	25	38	22	9	.....	.....	10	50	50	34	.....	.....	.....
Smith's Falls	41	16	20	31	9	6	12	12	9	41	24	2	.....	.....	.....
Smithville	45	18	10	44	6	2	.....	1	3	45	15	2	45	.....	.....
Stirling	25	12	6	17	6	1	1	.....	.....	25	13	.....	9	.....	.....
Stratford	46	38	12	38	28	8	.....	.....	5	46	40	5	7	.....	.....
Strathroy	48	27	16	48	13	10	.....	10	2	46	48	9	.....	.....	.....
Streetsville	59	10	8	59	6	1	15	4	12	59	30	12	.....	.....	.....
St. Catharines	65	28	24	61	21	10	10	.....	13	60	60	13	15	.....	.....
St. Thomas	47	26	19	47	20	14	.....	.....	5	41	27	5	24	.....	.....
St. Mary's	50	50	23	31	28	23	.....	.....	20	51	51	6	26	51	.....
Thorold	40	30	11	35	17	1	.....	.....	16	23	14	8	.....	.....	.....
Toronto	114	83	83	83	53	26	13	13	31	114	92	31	114	.....	.....
Trenton	21	16	16	16	11	.....	.....	.....	.....	26	18	7	.....	.....	.....
Uxbridge	69	20	28	65	10	6	2	5	12	56	46	6	56	.....	20
Vankleekhill	44	46	46	40	3	9	9	3	45	46	46	30	34	.....	.....
Vienna	35	4	4	35	35	4	.....	.....	7	35	35	.....	14	.....	.....
Wardsville	17	12	12	17	7	8	11	.....	12	16	17	17	16	17	.....
Waterdown	55	7	5	51	7	.....	.....	.....	10	47	29	25	.....	.....	.....
Welland	100	31	10	88	13	.....	2	8	.....	20	26	4	.....	.....	.....
Weston	54	16	18	48	4	5	12	14	12	42	54	14	50	.....	.....
Whitby	87	87	49	26	35	19	5	12	11	60	87	40	30	.....	.....
Williamstown	39	39	24	39	10	17	.....	.....	34	33	33	42	.....	.....	.....
Windsor*	30	29	20	15	5	.....	9	12	30	30	6	6	.....	.....	.....
Woodstock	56	19	14	39	13	5	1	18	7	46	50	7	18	.....	.....
Grand Total, 1838	5452	2835	1993	4599	1780	790	665	533	1261	4764	4456	1143	1533	1161	190
“ 1867	5526	2841	1847	4439	1550	703	485	463	1625	4930	4634	1345	1876	1034	137
Increase .....	.....	.....	146	160	224	87	180	70	.....	.....	.....	.....	127	53	.....
Decrease	74	6	.....	.....	.....	.....	.....	.....	364	166	178	202	343	.....	.....

* Estimated—No Report.

Schools of Ontario—*Concluded.*

INSTRUCTION AND MISCELLANEOUS INFORMATION,

OTHER SUBJECTS.											Head Masters; their Qualifications and Colleges.		
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which the Bible is used.	Schools under United Boards.	Number of maps in school.	Number of globes in school.	Schools in which there are daily prayers.			Number of pupils who were matriculated at any University, 1868.	Number of Masters engaged.
32	10	12					1	38	2	1	1	1	1 John Pepper, B.A., <i>Toronto.</i>
82	19					1	1	5	1				1 A. Devitt, B.A., <i>Victoria.</i>
30	15	12			16	1	1	18	2		1		2 John Shaw, <i>Certificate.</i>
34	6					1	1	20	1				1 C. A. Bunt, B.A., <i>Victoria.</i>
70	30	76	76	83	50	1	1	16	1				1 James Lumsden, M.A., <i>Aberdeen.</i>
100				25	28	1	1	10	2	1	1		1 W. McCabe, LL.B., <i>Toronto.</i>
47	13					1	1	27	2	1	2		4 J. Thorburn, M.A., <i>McGill.</i>
20						1	1	21	1	1			2 Hugh Innis Straug, B.A., <i>Toronto.</i>
32	13					1	1	12	1	1			1 James Smith, M.A., <i>Aberdeen.</i>
48	3	30				1	1	15	1	1	1		1 J. W. Acres, B.A., <i>Trinity.</i>
99	18					1	1	2	2	1			1 James W. Connor, B.A., <i>Toronto.</i>
144	50	44				1	1	24	2	1	2		2 Rev. T. Hart, M.A., <i>Queen's.</i>
38	37	37	34	38	38	1	1	20	2				2 James B. Dixon, M.A., <i>Wesleyan.</i>
47	4					1	1	15	4	1			3 David Lennox, LL.B., <i>Toronto.</i>
77	30					1	1	10	2	1			1 W. G. Crawford, B.A., <i>Toronto.</i>
20	15					1	1	22	4	1			Adam Purslow, <i>Certificate.</i>
50	6					1	1	10	1	1			1 J. R. Youmans, M.A., <i>Victoria.</i>
61	12	5				1	1	20	1	1			1 W. Wilkinson, B.A., <i>Victoria.</i>
47	10					1	1	20	3	1			1 Rev. G. Blair, M.A., <i>Glasgow.</i>
16	10					1	1	12	1	1	1		1 Benjamin Freer, <i>Certificate.</i>
28	14					1	1	8	1	1			1 John Butler, M.A., <i>McGill.</i>
23	13	4				1	1	12	1	1			1 A. M. Lafferty, M.A., <i>Toronto.</i>
67	32					1	1	10	1	1			1 F. L. Caeckley, B.A., <i>Trinity.</i>
40				50	50	1	1	12	1	1			1 Alexander Hamilton, M.A., <i>Toronto.</i>
41	12					1	1	18	2	1	1		1 Rev. J. G. Mulholland, M.A., <i>Dublin.</i>
45	4					1	1	12	2	1			1 W. Tytler, B.A., <i>Toronto.</i>
25	1					1	1	10	2				1 William Cruickshank, M.A., <i>Aberdeen.</i>
46	20					1	1	10	1	1			1 H. Barry Houghton, B.A., <i>Dublin.</i>
48	17					1	1	18	1	1	3		2 C. J. Macgregor, M.A., <i>Toronto.</i>
50	25					1	1	25	2	1			1 R. W. Young, <i>Certificate.</i>
63	14					35	1	6	2	1			1 James J. Wadsworth, M.A., <i>Toronto.</i>
49	29					40	1	15	1	1	2		2 Rev. John King, M.A., <i>Dublin.</i>
51						1	1	50	2	1	1		3 Rev. J. McClure, <i>Certificate.</i>
40	22					1	1	24	2	1			2 Peter Wright, <i>Certificate.</i>
108	12	12				1	1	8	1	1			1 James H. Ball, M.A., <i>Trinity.</i>
27	5					1	1	13	1	1	1		5 Rev. A. Wickson, LL.D., <i>Toronto.</i>
69	30	20	16	1	1	1	1	10	1	1			1 A. H. Wright, B.A., <i>Toronto.</i>
31	19				10	1	1	20	1	1	2		1 John Thomson, B.A., <i>Queen's.</i>
35	14					1	1	5	1	1			1 William Lumsden, M.A., <i>Victoria.</i>
12	12					1	1	16	2	1			1 O. T. Miller, M.A., <i>Glasgow.</i>
20	12					1	1	18	2	1			1 William Sinclair, B.A., <i>Toronto.</i>
18	14					1	1	15	2		1		1 T. A. Hall, M.A., <i>Acadia.</i>
54	40			30	30	1	1	16	1		1		1 Ira De LaMatter, B.A., <i>Victoria.</i>
22	37		28		35	1	1	13	2	1			1 James Hodgson, <i>Certificate.</i>
30	19					1	1	20	1	1	6		3 Thomas Kirkland, <i>Certificate.</i>
30	6			20	20	1	1	16	1	1	1		1 Alexander Jamieson, B.A., <i>Queen's.</i>
46	35	46				1	1	15	1	1			1 J. Johnston, B.A., <i>Toronto.</i>
						1	1	1	1	1			2 George Strauchon, <i>Certificate.</i>
4694	1542	647	241	512	731	63	67	1654	144	87	84	161	
4822	1285	676	387	705	893	65	87	1681	142	84	56	159	
	257					2			2	3	28	2	
128		29	146	193	162			27					

No. 1.—Monthly Abstract of Barometric Pressure, Temperature of the Air, and Tension of Vapour, shewing the monthly results of three daily observations at 7 a.m., 1 p.m. and 9 p.m., together with the maximum and minimum temperatures, indicated by the self-registering Thermometers, at ten Grammar School Stations, throughout the year.

No. 2. —Table of the Relative Humidity, Direction and Velocity of Wind, amount of Cloudiness, Rain, Snow and Auroras, at the same Stations.

A Table of Annual Results is given on pages 14, 15, 16 and 17, Part I. of this Report.

N.B.—The instruments with which the observations are taken, were supplied by Messrs Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts, from the Educational Depository, Toronto.

[illegible]

LOGICAL OBSERVAT

A. Macallum, Esq., M.A.; P. Holland, M.A.; *Stratford* C. J. Macgregor, Esq., M.A.;
J. Johnston, Esq., B.A.

TEMPERATURE, AND

Date.	MONTHLY MEANS.			WARMEST DAY.	COLDEST DAY.	TENSION OF VAPOUR.					
	MONTHLY MEANS.			WARMEST DAY.	COLDEST DAY.	MONTHLY MEANS.					
	7 A.M.	1 P.M.	9 P.M.	Date.	Mean Temp.	Date.	Mean Temp.	7 A.M.	1 P.M.	9 P.M.	MEAN.
22-23	13.99	22.43	16.1	23	33.70	27	0.23	.082	.109	.090	.094
22-23	12.42	19.71	15.1	23	31.20	28	-3.80	.081	.102	.088	.090
22-23	10.42	17.03	13.1	23	33.8	28	-1.60	.065	.086	.067	.073
22-23	19.14	22.39	20.1	23	32.03	9	7.57	.038	.110	.101	.103
22-23	16.5	23.75	19.1	23	38.2	9	6.5	.085	.097	.086	.089
22-23	3.12	13.6	10.1	23	32.0	27	-15.93	.057	.079	.070	.069
22-23	10.64	20.37	13.1								

At Barrie, in August, the sky was too much overcast for observations to be made in consequence of change of wind.

November		December	
Barrie	44.25	Barrie	44.25
Belleville	44.10	Belleville	44.10
Cornwall	45.0	Cornwall	45.0
Golden	43.45	Golden	43.45
Hamilton	43.12	Hamilton	43.12
Pembroke	43.50	Pembroke	43.50
Peterborough	44.20	Peterborough	44.20
Stratford	43.25	Stratford	43.25
Windsor	42.20	Windsor	42.20
Barrie	79.45	Barrie	79.45
Belleville	77.25	Belleville	77.25
Cornwall	74.50	Cornwall	74.50
Golden	81.42	Golden	81.42
Hamilton	79.50	Hamilton	79.50
Pembroke	77.10	Pembroke	77.10
Peterborough	78.25	Peterborough	78.25
Stratford	80.14	Stratford	80.14
Windsor	83.00	Windsor	83.00
Barrie	869	Barrie	869
Belleville	870	Belleville	870
Cornwall	808	Cornwall	808
Golden	820	Golden	820
Hamilton	887	Hamilton	887
Pembroke	907	Pembroke	907
Peterborough	928	Peterborough	928
Stratford	946	Stratford	946
Windsor	964	Windsor	964
Barrie	7.8	Barrie	7.8
Belleville	7.8	Belleville	7.8
Cornwall	7.8	Cornwall	7.8
Golden	7.8	Golden	7.8
Hamilton	7.8	Hamilton	7.8
Pembroke	7.8	Pembroke	7.8
Peterborough	7.8	Peterborough	7.8
Stratford	7.8	Stratford	7.8
Windsor	7.8	Windsor	7.8

CAL

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MEAN.

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							TENSION OF VAPOUR.			
LOWEST.		Monthly Range.	WARMEST DAY.		COLDEST DAY.		MONTHLY MEANS.			
Reading.	Date.		Date.	Mean Temp.	Date.	Mean Temp.	7 A.M.	1 P.M.	9 P.M.	MEAN.
9.5	26	47.7	14	85.43	29	70.83	.660	.762	.628	.684
6.5	27	44.1	13	85.63	23	70.23	.624	.712	.680	.672
0.4	27	49.8	14	88.37	7	68.03	.616	.709	.653	.660
2.5	27	37.1	14	82.80	25	64.63	.654	.730	.645	.676
0.2	27	56.1	14	88.6	27	70.6	.653	.674	.637	.655
8.4	{ 27 28 }	49.5	14	87.0	6	65.63	.608	.687	.665	.654
8.2	27	50.9	14	86.53	27	70.53	.592	.600	.614	.601
7.5	26	46.0	14	83.60	27	66.76	.599	.675	.629	.634
3.9	27	44.9	14	83.0	29	65.03	.649	.681	.677	.669
			14	84.63	29	69.16	.712	.716	.720	.716
4.0	13	41.6	19	73.23	11	60.23	.461	.470	.448	.460
3.3	17	41.0	8	74.63	17	60.50	.510	.560	.562	.544
1.0	18	46.1	19	75.7	17	58.03	.491	.547	.520	.519
6.3	13	38.6	7	75.33	11	58.63	.511	.583	.493	.529
7.5	13	45.8	29	77.9	11	60.3	.481	.478	.503	.487
5.9	17	51.5	29	73.83	17	56.70	.460	.497	.464	.474
2.7	17	44.1	28	73.86	17	60.03	.467	.462	.452	.461
*	*	*	1	72.43	12	58.10	.466	.524	.512	.501
10.0	13	43.4	7	72.53	12	55.30	.490	.524	.523	.512
+	+	+	28	77.87	12	60.40	.53	.55	.54	.54
22.0	21	43.6	12	69.50	25	44.40	.347	.374	.348	.356
34.7	21	42.3	11	71.26	21	41.53	.395	.467	.414	.425
29.7	22	55.4	11	75.03	25	43.87	.380	.413	.358	.384
35.2	21	39.6	{ 11 12 }	69.57	21	44.60	.383	.425	.403	.403
44.2	{ 18 21 24 30 }	48.1	12	71.2	25	44.7	.375	.421	.406	.401
28.0	{ 17 30 }	47.8	12	68.10	30	38.93	.336	.351	.332	.340
28.6	18	49.0	12	70.6	21	41.33	.341	.366	.362	.356
*	*	*	11	69.93	21	41.0	.357	.383	.400	.380
29.9	21	45.5	12	69.53	21	41.73	.367	.397	.392	.385
19.4	23	47.7	7	60.13	23	28.36	.202	.251	.235	.229
27.8	29	38.1	7	61.40	23	33.03	.211	.238	.225	.225
		54.4	7	62.6	23	32.1	.209	.245	.228	.227
		54.9	7	57.80	23	25.70	.179	.196	.202	.192
		60.7	7	60.96	23	24.5	.185	.211	.203	.200
		+	7	62.93	{ 22 23 }	30.26	.200	.231	.217	.216

CAL OBSERVATIONS, 1868.

LOUDNESS, RAIN, SNOW AND

City of		Amount of Cloudiness. c		AURORAS.	
ANS.		MONTHLY MEANS.		WHEN OBSERVED.	
MEAN.		7 A.M.	1 P.M.	9 P.M.	MEAN.
1.	9.	9.	8.	9.	
1.1	7.8	7.2	6.4	7.13	
1.6	7.03	6.55	7.88	7.15	25th, 27th.
1.3	9.0	9.0	8.0	8.67	
1.5	8.0	7.8	6.3	7.36	
0.73	7.7	8.0	5.1	6.9	1st, 27th, III.
1.51	7.8	7.64	6.03	7.16	

[illegible]

AURORAS.

MON	Class III.	Class IV.	Sky unfavorable, obs. doubtful.	Sky unfavorable, obs. impossible.	Sky favorable, none seen.	WHEN OBSERVED.																																								
July	1	2		13	10	10th, I. 13th, III. 11th, 14th, IV.																																								
				17	10																																									
	1	2		7	17	14th, III. 10th, 11th, IV.																																								
				8	19																																									
				11	15	10th.																																								
		2		20	3	10th, I. 14th, II.																																								
		4	1	6	16	7th, 10th, 11th, 14th.																																								
	1	1		6	19	10th, III. 14th, IV.																																								
		1		13	16	10th, II. 14th, IV.																																								
	1	1		1	23	10th, II. 20th, III. 11th, IV.																																								
August				7	19																																									
				11	15																																									
		11		7	8	9th, II. 3rd, 5th, 8th, 13th, 19th, 20th, 21st, 22nd, 24th, 25th, 27th, IV.																																								
		1		6	19	19th.																																								
				5	21																																									
	1	4	2	12	7	20th, III. 19th, 21st, 26th, 29th, IV.																																								
		1	3	10	12	12th.																																								
		1		7	18	20th.																																								
		1		11	19	11th.																																								
Sept	2			7	19	20th, 30th.																																								
				13	13																																									
		6		7	13	9th, 10th, 14th, 18th, 20th, 26th.																																								
				16	10																																									
		1		8	18	20th.																																								
		4	2	12	7	20th, 30th, II. 5th, 7th, 19th, 21st, IV.																																								
		2	2	10	12	5th, 30th.																																								
	1	1		14	11	20th, III. 17th, IV.																																								
	1			13	16	20th.																																								
		1		17	8	20th.																																								
Octo																																														
				17	10																																									
		2		10	15	14th, 16th.																																								
		1		14	12	23rd																																								
		6	1	17	3	6th, 14th, 16th, 17th, 22nd, 23rd.																																								
				11	11	14th, 23rd.																																								
				13	12	16th.																																								
				16	14	16th.																																								
				17																																										
						<table><tr><td>20</td><td>54.4</td><td>7</td><td>62.6</td><td>23</td><td>32.1</td><td>.209</td><td>.245</td><td>.228</td><td>.227</td></tr><tr><td>23</td><td>54.9</td><td>7</td><td>57.80</td><td>23</td><td>25.70</td><td>.179</td><td>.196</td><td>.202</td><td>.192</td></tr><tr><td>23</td><td>60.7</td><td>7</td><td>60.96</td><td>23</td><td>24.5</td><td>.185</td><td>.211</td><td>.203</td><td>.200</td></tr><tr><td>+</td><td>+</td><td>7</td><td>62.93</td><td>22</td><td>30.26</td><td>.200</td><td>.231</td><td>.217</td><td>.216</td></tr></table>	20	54.4	7	62.6	23	32.1	.209	.245	.228	.227	23	54.9	7	57.80	23	25.70	.179	.196	.202	.192	23	60.7	7	60.96	23	24.5	.185	.211	.203	.200	+	+	7	62.93	22	30.26	.200	.231	.217	.216
20	54.4	7	62.6	23	32.1	.209	.245	.228	.227																																					
23	54.9	7	57.80	23	25.70	.179	.196	.202	.192																																					
23	60.7	7	60.96	23	24.5	.185	.211	.203	.200																																					
+	+	7	62.93	22	30.26	.200	.231	.217	.216																																					

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1868.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 38th Session, inclusive.....	5736	3037	2699	602	311	291	5134	2726	2408	2596	1826	770
Thirty-ninth Session, 1868.....	137	65	72	14	7	7	123	58	65	60	43	17
Fortieth Session, 1868.....	151	55	96	11	5	6	140	50	90	56	39	17
Grand Total.....	6024	3157	2867	627	323	304	*5397	2834	2563	2712	1908	804

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS.	WHO ATTENDED FORMERLY.			WHO LEFT.			WHO RECEIVED PROVINCIAL CERTIFICATES.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 38th Session, inclusive.....	1723	731	992	975	589	386	200	215	75
Thirty-ninth Session, 1868.....	40	14	26	29	18	11	7	4	3
Fortieth Session, 1868.....	64	26	38	30	14	16	1	1	.....
Grand Total.....	1827	771	1056	1034	621	413	208	220	78
							2545	1204	1251
							70	34	36
							97	33	64
							42712	1361	1351

* Of this number 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,369.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true, in a lesser degree, of the number of Provincial Certificates in the aggregate of the last triple column—the number of these actually valid on the 31st of December, 1868, being 1,667, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals.

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1868.—Continued.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.																																	
THE SESSIONS.		Glenagarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Addington.		Lennox.		Prince Edward.		Hastings.		Northumber-	
		Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.
From the 1st to the 38th Ses-		36	18	36	18	42	21	42	21	9	5	68	34	94	47	106	53	96	48	114	57	247	123	26	13	6	3	110	55	167	83	979	489
session, inclusive		1	1	1	1	1	1	1	1	1	1	4	2	2	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	3	2
Thirty-ninth Session, 1863		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2
Fortieth Session, 1868		1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	2	2	2	4	4
Grand Total		37	19	39	25	44	23	43	22	11	7	73	36	114	57	108	54	97	49	117	58	249	124	26	13	6	3	114	56	168	84	982	491

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.																																					
THE SESSIONS.		Durham.		Peterboro'.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.													
		Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.												
From the 1st to the 38th Session, inclusive		191	135	56	36	29	7	38	30	8	222	141	78	1628	536	1072	165	123	42	100	73	28	136	61	75	297	75	222	138	64	64	114	58	56	132	69	63
Thirty-ninth Session, 1868		6	4	2	2	1	1	1	6	4	2	31	7	24	3	3	1	2	1	7	2	2	3	2	1	2	1	7	2	2	3	2	1	2	1	2	2
Fortieth Session, 1868		13	6	7	4	1	3	1	6	2	4	39	7	32	2	1	1	1	1	11	1	4	4	4	4	4	4	10	4	4	4	4	4	4	4	4	4
Grand Total		210	145	65	42	31	11	39	31	8	234	150	84	1698	570	1128	171	127	44	104	74	30	138	62	76	315	76	239	134	64	70	117	60	57	138	69	69

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.

THE SESSIONS.		Durham.		Peterboro.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.													
		Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Female.												
From the 1st to the 38th Session, inclusive		191	135	56	36	29	7	38	30	8	222	144	78	1628	556	1072	165	123	42	100	72	28	136	61	75	297	75	292	138	64	64	114	58	56	132	69	63
Thirty-ninth Session, 1868		6	4	2	2	1	1	1	1	1	6	4	2	31	7	24	4	3	1	3	1	2	1	1	1	1	7	2	2	2	3	2	1	2	2	2	
Fortieth Session, 1868		13	6	7	4	1	3	1	1	1	6	2	4	39	7	32	2	2	1	1	1	1	1	1	1	1	11	1	10	4	4	4	4	4	4	4	
Grand Total		210	145	65	42	31	11	39	31	8	234	150	84	1698	570	1128	171	127	44	104	74	30	138	62	76	315	76	299	134	64	70	117	60	57	138	69	69

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1868.—*Concluded.*ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

THE SESSIONS.	Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.														
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.														
From the 1st to the 38th Ses- sion, inclusive.....	70	42	28	87	50	37	166	6	70	56	43	13	112	71	41	33	17	16	82	60	22	66	53	11	33	26	7	251	131	120	87	65	22	56	29	27	49	28	21	18	10	8	5134
Thirty-ninth Session, 1868.....	2	1	1	2	1	1	4	2	2	2	2	2	6	4	2	2	2	2	2	3	3	2	1	2	3	2	1	1	5	2	3	3	2	1	2	2	3	2	1	1	1	1	123
Fortieth Session, 1868.....	1	1	1	1	1	1	6	2	4	1	1	1	3	2	1	2	2	3	5	8	3	1	1	1	1	1	1	1	13	5	8	3	2	1	1	1	1	1	1	1	1	1	140
Grand Total.....	73	42	31	87	50	37	176	100	76	59	46	13	115	73	42	41	25	16	91	66	25	70	55	11	38	31	7	269	138	131	93	69	24	59	32	27	53	30	23	19	10	9	5397*

* See Note to Abstract No. 1, page 77.

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS.	Total Num-ber of Stu-dents ad-mitted.		Church of England.		Roman Catholic.		Presby-terian.		Methodists.		Baptists.		Congrega-tionalists.		Lutherans.		(Quakers.		Universal-ists.		Unitarians.		Disciples.		Other per-suasions.															
	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.														
From the 1st to the 38th Ses-sion, inclusive	5134	2725	2409	877	417	460	229	102	127	1412	775	637	1799	965	834	408	236	172	212	80	132	4	4	40	31	9	4	4	8	4	4	26	12	14	115	85	20			
Thirty-ninth Session, 1868	123	58	65	19	5	14	5	1	4	39	19	20	46	27	19	8	4	4	4	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Fortieth Session, 1868	140	50	90	34	9	25	5	2	3	49	20	23	40	16	24	5	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Grand Total	5397	2833	2564	930	431	499	239	105	134	1500	814	686	1885	1008	877	421	242	179	220	81	139	5	5	40	31	9	4	4	9	4	4	5	29	13	16	115	85	20		

* See Note to Abstract No. 1, page 77.

TABLE L.—The other Educational Institutions of Ontario.

TOTALS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.			
	Number of Colleges.		Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legisla- tive Aid.
			\$ cts.	\$ cts.						\$ cts.			\$ cts.
Total Counties.....					87	1657	8	107	6410 50		87	1657	6410 50
“ Cities	11	1320	115000 00	42000 00	67	2235	11	104	52500 00		78	3555	209500 00
“ Towns.....	5	610	44000 00	11000 00	93	2151	10	135	20843 00		98	2761	75843 00
“ Villages					35	612	9	41	2397 00		35	612	2397 00
Grand Total, 1868.....	16	1930	159000 00	53000 00	282	6655	10	387	82150 50		298	8585	294150 50
“ 1867.....	16	1930	159000 00	53000 00	312	6743	10	405	82557 00		328	8673	294557 00
Increase.....													
Decrease					30	88		18	406 50		30	88	406 50

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1868.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			Total number of Volumes supplied in 1868.
			Amount of Local Ap- propriation for 1868.	Amount of Legislative Apportion- ment for 1868.	Value of Books sent in 1868.	
<i>Lanark :</i>			\$ cts.	\$ cts.	\$ cts.	
	Dalhousie, Township.....		395 00	395 00	790 00	1042
<i>Frontenac:</i>	Pittsburgh, No. 12.....		50 00	50 00	100 00	95
<i>Northumberland :</i>	Alnwick, " 3.....		25 00	25 00	50 00	70
<i>Durham :</i>	Clarke, " 5.....		16 00	16 00	32 00	42
	Manvers, " 1.....		38 00	38 00	76 00	104
	Do " 6.....		31 00	31 00	62 00	83
<i>Victoria :</i>	Ops, " 4.....		10 00	10 00	20 00	28
<i>Ontario :</i>	Thorah, Township.....		20 00	20 00	40 00	47
	Scott, No. 1.....		25 00	25 00	50 00	64
	Uxbridge, " 1.....		28 00	28 00	56 00	201
<i>York :</i>	Markham, " 8.....		100 00	100 00	200 00	246
	York " 21.....		20 00	20 00	40 00	59
<i>Halton :</i>	Equeusing, " 5.....		10 00	10 00	20 00	26
	Trafalgar, " 13.....		28 80	28 80	57 60	96
	Do " 15.....		7 50	7 50	15 00	22
<i>Wentworth :</i>	Ancaster and Flamboro' W., No. 3, U. S. S.....		22 00	22 00	44 00	82
	Barton, No. 2.....		21 00	21 00	42 00	184
	Do " 7.....		30 00	30 00	60 00	108
	Saltfleet, " 5.....		20 40	20 40	40 80	68
<i>Brant :</i>	Burford, " 19.....		30 00	30 00	60 00	75
	Scotland, Grammar School.....		16 00	16 00	32 00	50
<i>Welland :</i>	Fonthill, ".....		20 00	20 00	40 00	39
<i>Norfolk :</i>	Townsend, No. 8.....		35 00	35 00	70 00	119
	Walsingham, " 15.....		25 00	25 00	50 00	87
	Do " 19.....		25 00	25 00	50 00	79
<i>Waterloo :</i>	Dumfries North, " 19.....		25 00	25 00	50 00	77
<i>Wellington :</i>	Garafraxa, " 15.....		50 00	50 00	100 00	146
	Guelph, " 4½.....		20 00	20 00	40 00	68
	Puslinch, " 6.....		26 00	26 00	52 00	72
<i>Grey :</i>	Melancthon, " 4.....		10 31½	10 31½	20 63	38
	Sydenham, " 8.....		18 00	18 00	36 00	50
<i>Perth :</i>	Elma, " 1.....		25 00	25 00	50 00	75
	Do " 4.....		8 00	8 00	16 00	32
	Downie, " 4.....		21 00	21 00	42 00	49
	Hibbert and Logan, " 1, U. S. S.....		7 00	7 00	14 00	27
	Mornington, " 5.....		20 00	20 00	40 00	60
<i>Huron :</i>	Ashfield, " 12.....		10 70	10 70	21 40	25
	Colborne, " 6.....		12 00	12 00	24 00	36
	Goderich, " 10.....		10 00	10 00	20 00	40
<i>Bruce :</i>	Amabel and Albemarle, Townships.....		50 00	50 00	100 00	142
	Brant, No. 10.....		5 45	5 45	10 90	24
	Bruce, " 12.....		10 08	10 08	20 16	29

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.—
Continued.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1868.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			Total number of Volumes supplied in 1868.
			Amount of Local Ap- propriation for 1868.	Amount of Legislative Apportion- ment for 1868.	Value of Books sent in 1868.	
<i>Bruce</i> —Continued:			\$ cts.	\$ cts.	\$ cts.	
	Carrick,	No. 10	10 00	10 00	20 00	26
	Culross,	" 9	16 00	16 00	32 00	46
	Huron,	" 7	10 00	10 00	20 00	29
	Do	" 9	5 00	5 00	10 00	18
<i>Middlesex:</i>						
	London,	" 23	79 45	79 45	158 90	194
	McGillivray,	" 6	10 00	10 00	20 00	49
<i>Kent:</i>						
	Camden,	" 9	25 00	25 00	50 00	103
<i>Lambton:</i>						
	Sarnia,	" 2	25 00	25 00	50 00	33
<i>Essex:</i>						
	Gosfield,	" 2	20 00	20 00	40 00	68
	Do.	" 4	10 00	10 00	20 00	42
	Tilbury West,	" 3	42 00	42 00	84 00	126
<i>Cities:</i>						
	Toronto,	County Jail	25 00	25 00	50 00	152
	Do	Normal and Model Schools	200 00	200 0	400 00	640
<i>Towns:</i>						
	Belleville,	B. S. T	13 00	13 00	26 00	33
	Goderich,	B. S. T	25 99	25 99	51 98	74
	Perth,	B. S. T	200 00	200 00	400 00	506
	St. Mary's,	U. S	15 98	15 98	31 96	33
	Whitby,	U. S	5 37½	5 37½	10 75	3
<i>Villages:</i>						
	New Edinburgh,	B. S. T	35 00	35 00	70 00	87
	Oil Springs	B. S. T	60 00	60 00	120 00	145
Total			2210 04	2210 01	4420 08	6573

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.							OTHER PUBLIC LIBRARIES				TOTAL.	
	MONEYS.							Total number of volumes in libraries.	Sunday School Libraries.		Other Public Libraries.		Total School and Public Libraries in Ontario.
	Amount of local appropriation for 1868.	Amount of legislative appropriation for 1868.	Value of Books sent in 1868.	Value of books sent in former years.	Total value of books sent.	No. of libraries, exclusive of sub-divisions.	Libraries.		Volumes.	Libraries.	Volumes.		
Glengarry	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	3	650	9	1090			12	1740
Stormont				350 70	330 70	4	1225	15	1490			21	3015
Dundas				601 22	800 00	4	1401	25	2133			1	82
Prescott				800 00	1031 06	5	1988	26	3676			3	1650
Russell				1031 06	652 37	4	1270	10	900			1	800
Carleton				652 37	1973 02	15	4009	27	3478			2	180
Grenville				1973 02	876 00	5	1809	29	3924			1	679
Leeds				876 00	1139 10	19	2212	69	6567			3	350
Lanark	395 00	395 00	790 00	1139 10	5147 80	39	9861	56	7000			30	5500
Renfrew				4357 80	1563 72	18	2950	29	2136			3	850
Frontenac	50 00	50 00	100 00	1563 72	754 77	8	1391	30	3683			3	950
Aldington				430 00	430 00	2	692	25	4153			2	630
Lennox				720 00	720 00	2	1556	11	1282			4	350
Prince Edward				1237 00	1237 00	11	2303	38	4361			3	900
Hastings	25 00	25 00	50 00	2811 81	2811 84	21	5336	55	6019			3	957
Northumberland				4296 26	4346 26	33	8684	78	9471			6	2580
Durham	85 00	85 00	170 00	1246 57	1416 57	21	3200	57	7383			3	450
Peterborough				3313 56	3313 56	24	6892	31	3150			6	1319
Victoria	10 00	10 00	20 00	4779 12	4925 12	28	3457	26	2275			3	350
Ontario	73 00	73 00	140 00	8550 38	8790 38	73	15263	46	8286			6	2940
York	120 00	120 00	240 00	4013 66	4613 66	52	8149	95	12513			23	5645
Peel				3963 85	3963 85	40	7202	48	6828			3	680
Simcoe	46 30	46 30	92 60	1283 84	1376 44	15	2132	62	5911			7	2166
Haldimand	93 40	93 40	187 80	1770 00	1956 80	15	4011	53	7630			11	3126
Wentworth	46 00	46 00	52 00	971 80	1063 80	17	2370	47	6794			9	2366
Brant				2634 50	2634 50	23	4524	41	5427			3	2700
Lincoln				964 00	1004 00	13	1952	51	6995			4	1516
Welland													
Haldimand	20 00	20 00	40 00	3201 10	3201 10	33	6586	50	6265			3	2370

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES—Continued.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.										Sunday School Libraries.		Other Public Libraries.			Total School and Public Libraries in Libraries in Ontario.
	Amount of local ap- propriation for 1868	Amount of legisla- tive apportion- ment for 1868.	Value of books sent in 1868.	Value of books sent in former years.	Total value of books sent.	No. of libraries, exclusive of sub-divisions.	Total number of volumes in libraries.	Libraries.		Libraries.						
								\$	cts.	\$	cts.	Volumes.	Volumes.			
Norfolk	85 00	85 00	170 00	1190 36	1360 36	17	2398	66	6831	5	1200	88	10429			
Oxford	25 00	25 00	50 00	5195 04	5195 04	17	9971	88	10904	5	990	140	21865			
Waterloo	96 00	96 00	192 00	1940 87	1990 87	47	3645	21	3082	12	1660	47	8367			
Wellington	28 31½	28 31½	56 63	4484 67	4676 67	51	8027	53	6825	10	2607	114	17459			
Grey	81 00	81 00	162 00	3105 96	3162 59	34	6015	37	3287	16	1963	87	11265			
Perth	32 70	32 70	65 40	2989 02	3151 02	32	5817	40	4141	15	1788	87	11746			
Huron	106 53	106 53	213 06	5987 10	6052 50	56	9664	52	4481	15	2059	123	16207			
Bruce	89 45	89 45	178 90	1438 32	1651 38	26	2942	33	3910	2	480	61	7332			
Middlesex	25 00	25 00	50 00	4246 46	4425 36	53	7523	66	8583	12	4692	131	20798			
Elgin	25 00	25 00	50 00	1868 14	1868 14	15	3475	57	5603	8	1205	80	10183			
Kent	25 00	25 00	50 00	3710 00	3760 00	33	7258	54	4718	8	1626	95	13602			
Lambton	25 00	25 00	50 00	3213 41	3263 41	20	4471	37	3448	8	1390	65	9309			
Essex	72 00	72 00	144 00	1304 00	1448 00	8	2665	13	3350	10	1040	31	7055			
Totals	1629 69½	1629 69½	3259 39	102031 43	108290 82	998	194572	1782	217356	277	67232	3067	479170			
Total Counties	1629 69½	1629 69½	3259 39	102031 43	108290 82	998	194572	1782	217356	277	67232	3067	479170			
“ Cities	225 00	225 00	450 00	10405 71	10855 71	10	16786	75	26310	18	54450	103	97648			
“ Towns	260 34½	260 34½	520 69	7484 81	8005 50	39	10522	201	53298	50	34681	290	98501			
“ Villages	95 00	95 00	190 00	3131 98	3321 98	23	5728	144	29563	39	17317	206	53008			
Grand Total for 1868	2210 04	2210 04	4420 08	123053 93	127474 01	1070	227610	2202	326937	384	173690	3656	728227			
“ “ 1867	1702 42	1702 42	3404 84	1119649 10	123053 93	1035	221037	2139	324822	384	173530	3558	719399			
Increase	507 62	507 62	1015 24	3404 83	4420 08	35	6573	63	2115	.....	150	98	8838		
Decrease																

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—*Concluded.*

The following is a statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1868, inclusive.

Number of volumes sent out during the years	Total Library Books, of	History.	Zoology and Physiol- ogy.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy, and Manufactures.	(Chemistry.	Agricultural (Them- istry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales and Sketches Practical Life.	Fiction.	Teachers' Library.	Prize Books.	(Grand Total Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2017	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6383	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	603	200	1808	297	76	1452	3351	2926	3081	6049	.....	432	.....	28659
1856	13659	2198	652	118	397	287	77	663	55	31	418	1523	1019	1844	3632	.....	258	.....	13659
1857	29833	5293	1763	321	632	817	106	1729	134	67	1257	2301	2253	3516	9219	.....	244	.....	29833
1858	7587	1367	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	.....	7587
1859	9308	1670	551	136	209	192	180	432	87	18	300	1169	714	1127	2401	.....	172	.....	9308
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	.....	9072
1861	6488	1273	302	59	101	72	64	223	36	2	173	601	760	880	1826	.....	117	.....	6488
1862	5590	927	244	45	99	43	75	211	45	24	165	412	663	830	1706	.....	112	.....	5590
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	.....	6274
1864	3361	652	140	11	47	36	26	134	7	.....	87	321	280	461	1198	.....	57	.....	3361
1865	3882	611	168	20	62	33	26	131	3	.....	110	328	534	553	1226	.....	58	.....	3882
1866	6856	1144	217	56	125	81	55	282	26	19	201	652	776	784	2200	.....	148	.....	6856
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	.....	66	.....	5426
1868	6573	1106	214	39	66	51	42	185	26	.....	132	554	979	736	2211	.....	52	.....	6573
Totals	231220	40180	14845	2732	6844	4617	2005	12798	1508	775	9271	22406	19290	26485	65374	150	2840	388137	619357
Deduct Volumes returned for exchange, &c.																			616
Volumes sent to Mechanics' Institutes, &c., not included in the above																			618741
Grand Total, Library and Prize Books, despatched up to the 31st December, 1868																			9268
																			628009

TABLE N.—The Grammar and Common Schools of Ontario, 1868.

COUNTIES.	MONEYS.			MAPS OF :										APPARATUS.		Object Lessons.	Price Books.		
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Apparatus, pieces.	Historical and other Lessons in sheets.	No. of Volumes.	
Glengarry	\$ cts.	\$ cts.	\$ cts.	2	1	1	1	2	2	1	1	1	2	1	1	1	3	213	
Stormont	46 00	46 00	92 00	1	1	1	1	1	2	1	1	1	1	1	1	1	3	162	
Dundas	45 27	45 27	90 54	1	1	1	1	1	1	1	1	1	1	1	1	1	2	176	
Prescott	30 75	30 75	61 50	1	1	1	1	1	1	1	1	1	1	1	1	1	51	64	
Russell	39 51	39 51	79 02	1	1	1	1	1	1	1	1	1	1	1	1	1	120		
Carleton	24 00	24 00	48 00	1	1	1	1	1	1	1	1	1	1	1	1	1	64	824	
Grenville	225 55	225 55	451 10	3	3	3	3	3	4	4	2	3	3	1	1	1	17	233	
Leeds	52 70	52 70	105 40	3	3	3	3	3	4	4	2	3	3	1	1	1	6	640	
Lanark	113 37½	113 37½	226 75	3	3	3	3	3	4	4	6	6	1	1	1	1	23	1154	
Lennox	324 50	324 50	649 00	1	1	1	1	1	4	4	4	1	3	1	1	3	61	767	
Renfrew	141 91	141 91	283 82	3	3	3	3	3	4	7	4	2	2	3	1	1	54	593	
Frontenac	115 34	115 34	230 68	2	2	2	2	2	4	2	2	2	2	3	1	2	43	249	
Addington	69 95	69 95	139 90	2	2	2	2	2	2	1	1	1	1	1	1	1	102		
Lennox	20 70	20 70	41 40	1	1	1	1	1	1	1	1	1	1	1	1	1	279		
Prince Edward	55 00	55 00	110 00	2	2	2	2	2	2	3	4	6	5	2	1	1	64	497	
Hastings	150 25½	150 25½	300 51	1	1	1	1	1	5	3	4	6	5	2	1	1	168	758	
Northumberland	181 17½	181 17½	362 35	1	1	1	1	1	3	4	6	6	10	1	1	1	15	833	
Durham	177 82	177 82	355 64	1	1	1	1	1	3	3	2	3	1	2	1	1	69	247	
Peterborough	85 28½	85 28½	170 57	1	1	1	1	1	4	7	6	3	5	1	1	1	80	1346	
Victoria	275 17	275 17	550 34	2	2	2	2	2	4	4	4	3	5	1	1	1	239	1839	
Ontario	367 01½	367 01½	734 03	4	4	4	4	4	5	2	2	1	4	6	1	1	60	2579	
York	493 66	493 66	987 32	7	7	7	7	7	4	2	4	4	3	3	1	2	38	1461	
Peel	265 00	265 00	530 00	2	2	2	2	2	2	2	4	4	4	1	1	10	46	3146	
Simcoe	615 91¼	615 91¼	1231 83	5	5	5	5	5	9	7	6	10	6	4	2	1	46	3146	
Halton	364 36	364 36	728 72	2	2	2	2	2	4	4	2	4	22	3	3	13	2	1403	
Wentworth	319 62	319 62	639 24	2	2	2	2	2	4	5	6	4	10	2	2	4	6	19	1282
Brant	113 33	113 33	226 66	4	4	4	4	4	4	1	1	1	5	2	1	2	64	424	
Lincoln	119 25	119 25	238 50	1	1	1	1	1	2	2	2	1	1	1	1	1	1	428	
Welland	89 30	89 30	178 60	3	3	3	3	3	4	2	2	1	5	1	1	1	112	214	

TABLE O.—The Superannuated or Worn-out Common School Teachers.

No.	NAME.	Age in 1868.	Years of Teaching in Ontario.	Amount of Pension for 1868.*	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.	
4	Magnus Swanson	85	18	27 00	21 20	Last half 1867, first half 1868.
6	Donald Currie	80	18	27 00	33 60	do do second $\frac{1}{2}$ 1868.
11	Thomas J. Graffe	61	18	27 00	33 60	do do do
13	James Benton	72	25	37 50	49 00	do do do
15	James Breakenridge †	64	32	48 00	122 00	do do do
17	Robert C. Mills	82	23	34 50	28 20	do do do
19	Peter Stewart	85	22	33 00	42 40	do do do
20	David Thompson	79	28	26 70	49 20	do do do
21	John Price	76	24	36 00	46 80	do do do
22	William Gordon	81	30	21 00	38 00	do do do
31	John McKenzie	76	17 $\frac{1}{2}$	12 25	10 25	do do do
36	Donald McDonald	82	13	19 50	14 20	do do do
42	W. R. Thornhill	70	22	33 00	42 40	do do do
43	William Irvine	86	17 $\frac{1}{2}$	12 25	10 25	do do do
45	John Fletcher	59	18	27 00	33 60	do do do
46	John B. Emons	72	27	40 50	53 40	do do do
47	John Nowlan	77	24	36 00	46 80	do do do
49	George Reynolds	73	28 $\frac{1}{2}$	42 75	56 70	do do do
54	Alexander Miller	82	28 $\frac{1}{2}$	42 75	56 70	do do do
55	John Donald	69	20 $\frac{1}{2}$	30 75	39 10	do do do
56	Angus McDonell	73	33 $\frac{1}{2}$	50 25	67 70	do do do
57	James Forde	66	18	27 00	33 60	do do do
59	Gilbert McAulay	88	18	12 60	10 60	do do do
60	Gideon Gibson	83	19	28 50	35 80	do do do
63	Donald McDougall	68	14	21 00	24 80	do do do
71	Thomas White	78	23 $\frac{1}{2}$	35 63	46 26	do do do
72	Rev. Joshua Webster	74	22	33 00	42 40	do do do
73	Norman McLeod	76	16	24 00	29 20	do do do
75	M. Kineborough	88	31	46 50	62 20	do do do
78	William Foster	68	22	33 00	42 40	do do do
79	William Glasford	58	18 $\frac{1}{2}$	27 75	34 70	do do do
81	William Powers	69	30	21 00	19 00	do do do
82	John Vert	58	21 $\frac{1}{2}$	32 25	41 30	do do do
83	William Benson	71	23	34 50	44 60	do do do
84	William Kearns	76	25	37 50	49 00	do do do
86	James Leys	76	17	25 50	31 40	do do do
87	John Healy	79	26	39 00	51 20	do do do
88	Hector McRae	72	20	30 00	38 00	do do do
92	Emily Cozens	63	27	40 50	53 40	do do do
93	William Dermott	70	13	19 50	22 60	do do do
96	Walter Hick	80	25	36 50	49 00	do do do
97	John Higginbotham	77	22	33 00	42 40	do do do
101	William Leonard	83	13	19 50	22 60	do do do
107	Daniel Wing	65	26	39 00	51 20	do do do
110	Martin Devereux	71	23	34 50	44 60	do do do
111	Michael O'Kane	76	20 $\frac{1}{2}$	30 75	39 10	do do do
114	Alexander Jenkins	74	18	27 00	33 60	do do do
115	Isabella Kennedy	66	22	33 00	42 40	do do do
117	William Miller	82	10	15 00	16 00	do do do
118	Robert Beattie	73	20 $\frac{1}{2}$	30 75	39 10	do do do
119	John L. Biggar	76	25	37 50	49 00	do do do
120	William Corry	78	17	25 50	31 40	do do do
121	Marianne Ederington	57	20	30 00	38 00	do do do
122	Peter Fitzpatrick	76	23	34 50	44 60	do do do
123	James Guthrie	77	14	9 80	15 60	do do do
126	James Kehoe	68	19	28 40	89 45	For 1865 to 1868.
127	William Leahy	79	12	8 40	12 80	Last half 1867, first half 1868.
128	James McQueen	61	22 $\frac{1}{2}$	33 75	43 00	do do second $\frac{1}{2}$ 1868.
129	John Miskelly	70	12 $\frac{1}{2}$	18 75	21 50	do do do

*The pensions are subject to a deduction, before payment, of \$4 for annual subscription required by law.

†Half of this pensioner's allowance was attached by the County Judge.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1868.	Years of Teaching in Ontario.	Amount of Pension for 1868.		Amount of cash paid pensioners from 1st January to 30th Dec.		Period for which the payments were made.
				\$	cts.	\$	cts.	
132	Nicholas Fagan	74	13	19	50	22	60	Last half 1867, first half 1868, second $\frac{1}{2}$ 1868.
133	Andrew Power	50	17	25	50	31	40	do do do
136	James Ramsay	63	17	25	50	31	40	do do do
137	Catharine Snyder	50	18	27	00	33	60	do do do
139	John Tucker	75	21	31	50	40	20	do do do
140	John Brown	70	26	39	00	51	20	do do do
141	John Monaghan	64	15	22	50	27	00	do do do
142	Richard Youmans	64	20	30	00	38	00	do do do
144	William Ferguson	68	24	36	00	46	80	do do do
145	Thomas Flanagan	71	20	30	00	38	00	do do do
146	Patrick Jones	79	36	54	00	73	20	do do do
147	Jesse Loomis	77	19	13	30	11	30	do do do
148	Edward Ryan	77	25	37	50	49	00	do do do
149	Daniel Sheehan	84	20	30	00	38	00	do do do
155	Alexander Middleton	69	20	30	00	38	00	do do do
156	George Miller	85	12	8	40	6	40	do do do
157	Jeremiah O'Leary	68	22	14	70	12	70	do do do
159	Archibald McCormick	71	16	20	00	18	40	do do do
161	Thomas Baldwin	70	13	19	50	22	60	do do do
162	James Bodfish	65	20	30	00	38	00	do do do
163	Anne Jackson	77	21	31	50	40	20	do do do
166	William Hildyard	62	19	28	50	35	80	do do do
167	Michael Murphy	80	7	10	50	2	90	do do do
168	John McKenna	59	18 $\frac{1}{2}$	27	75	34	70	do do do
169	Mary Richards	73	33	49	50	66	60	do do do
170	W. B. P. Williams	64	9	13	50	13	80	do do do
171	Julius Ansley	64	18	27	00	33	60	do do do
172	Thomas Baker	73	19	28	50	35	80	do do do
173	Thomas Buchanan	63	20	30	00	38	00	do do do
174	Matthew M. Hutchins	61	22	33	00	42	40	do do do
178	Helen McLaren	59	21	31	50	40	20	do do do
179	Ralph McCallum	59	23	34	50	44	60	do do do
180	Edward Potts	73	23	34	50	44	60	do do do
182	Daniel D. Barrett	64	19	28	50	35	80	do do do
183	William Clarke	72	12	18	00	20	40	do do do
184	John Dods	63	21	31	50	40	20	do do do
186	P. G. Mulhern	68	29	43	50	57	80	do do do
188	Thomas Sanders	76	30	45	00	60	00	do do do
189	George Townley	79	19	13	30	22	60	do do do
190	George Weston	70	22 $\frac{1}{2}$	33	75	43	50	do do do
192	Edmund Bradburne	60	25	21	00	19	00	do do do
193	Robert Hamilton	75	16	24	00	29	20	do do do
194	John McDonnell	68	14	21	00	24	80	do do do
195	John McGarvey	79	20	30	00	38	00	do do do
196	Joseph D. Thomson	59	14	21	00	24	80	do do do
198	Henry Bartley	61	23	34	50	44	60	do do do
199	John Cameron	64	15	22	50	27	00	do do do
200	Melinda Clarke	58	15 $\frac{1}{2}$	23	25	28	10	do do do
201	James Brown	63	27 $\frac{1}{2}$	41	25	54	50	do do do
202	Daniel Callaghan	71	30	45	00	60	00	do do do
204	John McNamara	79	13	19	50	22	60	do do do
206	James Robinson	53	18	27	00	33	60	do do do
207	Jane Tyndall	64	21	31	50	40	20	do do do
208	William Bell	67	11	16	50	18	20	do do do
209	William Brown	50	13	19	50	22	60	do do do
210	James Armstrong	55	25	37	50	49	00	do do do
211	Caroline F. Mozier	59	27	40	50	53	40	do do do
212	Eliza Barber	50	18 $\frac{1}{2}$	27	75	34	70	do do do
214	James McFarlane	62	27	40	50	53	40	do do do
216	J. C. VanEvery	65	20	30	00	38	00	do do do
217	Benjamin Woods	68	29	43	50	57	80	do do do
218	John Younghusband	73	33 $\frac{1}{2}$	50	25	67	70	do do do
220	Angus McGillis	56	23	34	50	44	60	do do do

TABLE O.—The Superannuated or worn-out Common School Teachers.—*Concl'd.*

No.	NAME.	Age in 1868.	Years of Teaching in Ontario.	Amount of pension for 1868.	Amount of cash paid Pensioners from 1st July to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.	
221	Richard Campbell	68	31	46 50	62 20	Last half 1867, first half 1868, second $\frac{1}{2}$ 1868.
222	James Mahon	58	20	30 00	38 00	do do do
224	Duncan Calder	70	25	37 50	49 00	do do do
227	Thomas Morrison	64	28	42 00	55 60	do do do
228	John Douglass	73	22	33 00	42 40	do do do
229	Daniel McGill	63	28	42 00	55 60	do do do
230	John Lenaten	73	12	18 00	20 40	do do do
231	Anna McKay	65	18	27 00	33 60	do do do
232	Sidney Russell	65	15	22 50	27 00	do do do
233	Patrick Shirreff	68	26	39 00	51 20	do do do
234	Robert Jordan	73	28	42 00	55 60	do do do
235	David Kee	53	17	25 50	31 40	do do do
237	Thomas Dorothy	57	34	51 00	68 80	do do do
238	Thomas Whitfield	59	32 $\frac{1}{2}$	48 75	65 50	do do do
239	William Beaton	71	16	24 00	*100 00	Year 1867, do do do
240	John Robinson	66	17	25 50	*107 50	do do do
241	Archibald C. Boyd	43	15	+12 00	10 00	do do do
242	James Briggs	57	37	*222 00	130 00	For 1868.
243	James Denman	66	37 $\frac{1}{2}$	*225 00	131 00	do
244	Adam Gillespie	70	24	*144 00	96 00	do
246	Charles Judge	58	17	*102 00	86 00	do
Net amount of Pensions paid in 1868.....				5957	31	

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

*Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

† For half year.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry	16	Simcoe	10	Church of England and Episcopalian ..	83
Stormont	10	Halton	3	Church of Scotland and Presbyterian ..	64
Dundas	7	Wentworth	8	Church of Rome	38
Prescott	6	Brant	3	Methodist	34
Carleton	12	Lincoln	8	Baptist	7
Greenville	10	Welland	4	Congregationalist	3
Leeds	14	Haldimand	1	"Protestant"	2
Lanark	20	Norfolk	4	Universalist	1
Renfrew	2	Oxford	3	Society of Friends	1
Frontenac	7	Wellington	7	Christian Disciple	1
Addington	4	Grey	2	Second Advent	1
Prince Edward	6	Perth	2	Not given	10
Hastings	7	Huron	4	Total	246
Northumberland	8	Bruce	1		
Durham	3	Middlesex	5		
Peterborough	8	Elgin	4		
Victoria	5	Kent	4		
Ontario	5	Essex	3		
York	11	Lambton	1		
Peel	8				
Total			246		

Of the 246 Teachers admitted to the Fund, 103 either died during or before 1868, were not heard from, resumed teaching, or withdrew from the Fund.
 Of the remaining 143, the average length of service as Common School Teachers in Ontario was 21½ years.
 The average age of each pensioner in 1868 was 69 years.
 Of the 246 Teachers admitted to the Fund, there have been 234 males and 12 females.

TABLE P.—Educational Summary for Ontario.

COUNTIES.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.			Balance Unexpended.	\$ cts.	\$ cts.	Total amount available for Educational purposes during 1868.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for (Common School purposes during 1868.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1868.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1868.	Amount expended for Superintended Teachers, Normal School, &c.	Total number of Educational Institutions.	Total number of Pupils attending them.					Total amount expended for Educational purposes during 1868.	$ cts.
Glengarry	75	5346	13692 88	2	66	1229 00	128	1500 00	360 10	80	5540	16781 98	1509 56	18201 54	\$ cts.	18201 54
Stromont	70	5139	11658 73	1	44	1022 50	40	900 00	184 00	73	5293	12965 32	1640 80	14906 12	1640 80	14906 12
Dundas	76	5976	17587 35	2	129	1752 50	45	150 00	185 20	80	5850	19675 05	1313 49	20988 54	1313 49	20988 54
Prescott	71	4145	9879 19	2	75	1170 40			99 00	73	4220	11148 59	962 50	12101 09	962 50	12101 09
Russell	29	1830	5190 75	1	34	720 62				73	1864	5911 37	93 60	6004 37	93 60	6004 37
Carleton	114	7892	22690 96	2	58	1624 00				116	7950	24415 12	4185 45	28600 57	4185 45	28600 57
Grenville	89	6182	17697 55	2	113	1608 13	82	344 00	256 40	95	6377	19906 08	3888 98	45101 59	3888 98	45101 59
Leeds	154	9803	32990 01	3	174	3142 50	30	800 00	270 10	160	10127	37202 61	4836 37	41507 28	4836 37	41507 28
Lennox	122	8056	35985 38	4	208	3892 33	36	96 00	236 00	128	9834	20234 87	2648 79	22873 66	2648 79	22873 66
Renfrew	99	5694	17920 69	3	137	1972 18	18	108 00	291 00	104	5867	23522 52	2774 38	26596 77	2774 38	26596 77
Frontenac	129	7165	22923 32	1						130	7183	15725 44	15725 44	18005 47	15725 44	18005 47
Adirondack	74	4673	14061 00		72	1475 24				75	4745	11562 51	126 26	11678 77	126 26	11678 77
Lennox	45	2775	9641 23		40	1611 28	3	300 00		49	2890	11562 51	126 26	11678 77	126 26	11678 77
Prince Edward	83	6193	22517 98	1	38	1888 57	750	2143 00	246 20	95	6321	26795 75	1804 82	28600 57	1804 82	28600 57
Hastings	139	12488	41970 60	3	172	3468 68	264	29242 00	180 90	148	12924	67862 18	6920 68	73892 86	6920 68	73892 86
Northumberland	121	11059	46726 91	2	231	3747 73	378	31040 00	195 50	135	11668	81713 14	1988 26	83671 40	1988 26	83671 40
Durham	103	10994	40459 15	3	219	4782 92	12	925 00	75 30	114	10518	46242 37	4806 09	51048 46	4806 09	51048 46
Peterborough	101	7923	27928 54	2	171	3775 55	20	288 00	128 00	108	8194	32120 12	4516 65	36636 77	4516 65	36636 77
Victoria	108	7654	30580 74	3	158	2996 77	5	120 00	96 00	113	7852	33163 51	3771 96	36935 47	3771 96	36935 47
Ontario	117	13921	54417 30	5	312	6588 91	236	551 60	59 10	133	13899	61616 90	6648 57	68265 47	6648 57	68265 47
York	149	16437	74116 36	4	165	4025 24	3	791 00	197 40	166	16810	70130 00	5661 87	84791 87	5661 87	84791 87
Peel	79	7661	30517 51	2	125	4383 22	3	310 00	149 50	84	7827	32460 23	3021 97	35482 20	3021 97	35482 20
Simcoe	166	16190	55884 06	3	118	2842 63	6	330 00	302 00	175	16404	69358 69	5967 22	65326 91	5967 22	65326 91
Halton	61	6172	25201 74	2	78	1526 59	6	624 00	26 00	69	6301	27378 33	1190 16	28508 49	4394 76	28508 49
Wentworth	68	8273	34463 94	3	183	2361 17	3	80 00	108 00	84	8496	39213 11	4508 10	50442 05	4508 10	50442 05
Brant	79	8094	38867 03	4	189	5470 12	9	1305 00	201 80	82	8540	45833 85	5315 45	47108 35	5315 45	47108 35
Lincoln	78	7186	29822 34	5	227	4393 71	9	1801 00	75 85	92	7685	36392 90	3607 85	37427 11	3607 85	37427 11
Welland	91	6765	27929 70	4	264	3947 65	8	100 00	80 60	97	7109	32057 85	5369 26	37427 11	5369 26	37427 11
Haldimand	78	7175	29003 18	2	52	1208 08	98	418 00	76 80	85	7325	27705 08	4173 79	31879 85	4173 79	31879 85

TABLE P.—Educational Summary for Ontario.—Continued.

[illegible]

TABLE Q.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1868, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1.	Population of Ontario.....	489,655			622,570			723,879
2.	Population between the ages of five and sixteen years.....	141,143			202,913		230,675	241,102
3.	Colleges in operation.....	5		5	5	5	6	6
4.	County Grammar Schools.....	25		25	31	32	32	33
5.	Academies and Private Schools reported.....	44		60	65	80	96	117
6.	Normal and Model Schools for Ontario.....							2
7.	Total Common Schools in operation as reported.....	1721		2610	2736	2589	2727	2800
8.	Total Roman Catholic Separate Schools.....							
9.	Free Schools reported in operation (included in No. 7, above).....	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
10.	Grand Total Educational establishments in operation in Ontario.....	1795		2700	2837	2706	2863	2958
11.	Total Students attending Colleges and Universities.....	No Reports	No Reports	No Reports	No Reports	No Reports	700	740
12.	Total Pupils attending County Grammar Schools.....	"	"	"	"	"	1000	1115
13.	Total Pupils attending Academies and Private Schools.....	"	"	"	"	"	1831	2345
14.	Total Students and Pupils attending Normal and Model Schools for Ontario.....	"	"	"	"	"		256
15.	Total Pupils attending the Common Schools of Ontario.....	65,978		96,756	110,002	101,912	124,829	130,739
16.	Total Pupils attending the Roman Catholic Separate Schools.....							
17.	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools.....	65,978		96,756	110,002	101,912	124,829	135,195
18.	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario*.....	\$166,000		\$200,856	\$280,036	\$271,024	\$310,336	\$344,276
19.	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c*.....	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
20.	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus*.....	"	"	"	"	"	"	"
21.	Total amount paid for Grammar School Masters' Salaries*.....	"	"	"	"	"	"	"
22.	Total amount paid for the erection or repairs of Grammar School Houses*.....	"	"	"	"	"	"	"
23.	Amount received by other Educational Institutions, &c.....	"	"	"	"	"	"	"
24.	Grand Total paid for Educational purposes in Ontario*.....	"	"	"	"	"	"	"
25.	Total Common School Teachers in Ontario.....				2860	2925	3028	3177
26.	Total Male do do.....						2365	2507
27.	Total Female do do.....						663	670
28.	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays.....			7½	8	8½	8½	9

TABLE Q.—Continued.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
1		803493	950351	953239	208957	277912	257623	311316	324898	360578
2	253394	259258	258607	262755	268957	277912	257623	311316	324898	360578
3	7	7	7	8	8	9	10	12	12	12
4	39	57	54	60	64	64	65	61	72	75
5	157	224	175	181	186	206	307	267	276	301
6	2	2	2	3	3	3	3	3	3	4
7	2871	3059	2985	2992	3003	3200	3284	3391	3631	3772
8			16	18	32	44	41	81	100	94
9	No Reports	252	855	901	1052	1117	1211	1263	1707	1936
10	3076	3349	3239	3262	3396	3526	3710	3815	4094	4258
11	773	684	632	751	756	806	1100	1335	1335	1335
12	1120	2070	2191	2643	3221	4287	3726	3386	4073	4459
13	3048	4653	4557	5634	4440	5473	7884	6220	6523	6372
14	400	370	356	645	735	623	643	772	746	777
15	139465	151891	108159	179587	194736	204168	222379	243935	262673	283692
16							4885	7210	9864	9901
17	144406	159678	175895	180310	203898	215336	240017	262858	285314	306626
18	\$533912	\$453716	\$391308	\$428948	\$489764	\$579838	\$630108	\$779680	\$860232	\$777616
19	No Reports	\$36735	\$77336	\$100866	\$128072	\$175172	\$219164	\$238428	\$351926	\$265519
20	"	\$410472	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135
21	No Reports			Included in other Educational Institutions.			\$46255	\$47659	\$57552	\$52940
22	"	"					\$3711	\$8311	\$10708	\$2868
23	"	"	\$131336	\$147956	\$150104	\$174016	\$204754	\$192014	\$214949	\$219679
24	"	"	\$599380	\$677270	\$767940	\$928356	\$1156992	\$1326092	\$1495267	\$1318922
25	3209	3476	3277	3388	3539	3539	3545	3689	4083	4207
26	2505	2697	2551	2541	2601	2508	2568	2652	2787	2865
27	704	779	726	847	938	1031	997	1067	1296	1237
28	9 ¹ / ₂	9 ¹ / ₁₇	9 ¹ / ₂	9 ¹ / ₂	9 ¹ / ₂	9 ¹ / ₂	9 ¹ / ₂	10	10	104

* Balances due, but not collected, were included until 1859, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,239,639 for Educational purposes during 1868; and for 1867, \$2,127,569, the increase in 1868 being \$112,070.

TABLE Q.—*Concluded.*

	1869	1860	1861	1862	1863	1864	1865	1866	1867	1868
1.	363085	373580	1396091	403302	412367	424565	426757	431812	447726	464315
2.	13	13	13	13	16	16	16	16	16	16
3.	81	88	86	91	96	95	104	104	102	101
4.	321	305	337	342	340	287	260	298	312	282
5.	4	4	1	4	3	3	3	3	3	3
6.	3948	3854	3910	3995	4013	4077	4151	4222	4261	4318
7.	105	115	109	109	120	147	152	157	161	162
8.	2315	2502	2503	3111	3228	3459	3565	3741	3838	3986
9.	4372	4379	4459	4354	4587	4565	4686	4800	4855	4882
10.	1373	1373	1373	1373	1820	1820	1820	1930	1830	1930
11.	4381	4546	4765	4982	5352	5589	5754	5179	5696	5649
12.	6182	6408	7361	6784	6653	5718	5965	6462	6743	6635
13.	718	700	700	700	700	700	800	800	800	800
14.	288598	301104	316287	325033	344049	354330	365552	372320	382719	390305
15.	12994	14708	13631	14700	15859	17365	18101	18575	18924	20594
16.	314246	328839	344117	357572	375333	385522	397982	405267	416812	434933
17.	8695325	8995391	9018113	9059776	9087555	9096966	91041052	91063880	91093316	91146543
18.	\$250721	\$264183	\$273306	\$272217	\$266802	\$288362	\$314827	\$320353	\$379672	\$441891
19.	\$110046	\$1159774	\$1191418	\$1231993	\$1254447	\$1285318	\$1353879	\$1387233	\$1473188	\$1688434
20.	\$61564	\$64003	\$71034	\$73211	\$76121	\$75854	\$81502	\$87055	\$94820	\$99848
21.	\$7930	\$8037	\$8234	\$7502	\$8370	\$8130	\$8251	\$17653	\$19190	\$10267
22.	\$210042	\$218632	\$209421	\$222834	\$287768	\$293668	\$274514	\$328065	\$332825	\$339650
23.	\$1389582	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979	\$1717206	\$1820066	\$1920023	\$2077199
24.	4235	4281	4336	4406	4504	4625	4721	4789	4890	4996
25.	3115	3100	4031	3115	3094	3011	2930	2925	2849	2777
26.	1120	1181	1303	1201	1410	1614	1791	1864	2041	2319
27.	104	104	104	104	104	110	113	110	110	114
28.	104	104	104	104	104	110	113	110	110	114

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT 1868.

STATEMENT No. 1.—The Legislative Grant to Common Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 106.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1868, as per account of 1867.....		632 00	By sundry payments from 1st January to 31st December, 1868.		
To Proportion of Warrants for this service.....		160000 00	Cities	7892 00	
Amount of Cheque 555, March, 1865, outstanding and drawn from Bank of Montreal, 30th March, 1868, to close old ac- count		16 92	Towns	10428 80	
			Villages	7333 00	
			Counties	135698 00	
					161351 80
Balance 31st December		160648 92	Receipts remitted to Hon. Pro- vincial Treasurer		16 92
		719 80			
		161368 72			161368 72

STATEMENT No. 2.—The Roman Catholic Separate School Apportionment.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 65, Sections 33 and 34.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance 1st January, 1868		4004 30	By sundry payments from 1st January to 31st December, 1868, on account of 1867 and 1868, as detailed in Table F.		
Proportion of Warrant for this service		10000 00	Cities	3273 00	
			Towns	2471 66	
			Villages	516 00	
			School Sections	2883 34	
					9144 00
			Payments in 1869 on account of 1868:		
			Cities	1489 00	
			Towns	1026 00	
			Villages	278 00	
			School Sections	1347 50	
					4140 50
			Balance 31st December, 1869.....		719 80
		14004 30			14004 30

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*
 STATEMENT No. 3.—The Poor School Fund.
 (U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867.....		239 00	By payments to various Counties, in aid of the following Schools, from 1st January to 31st December, 1868.		
Cash returned from Co. Peterboro'...	14 00		<i>Lanark:</i>		
" " Victoria.....	20 00		5, Dalhousie, \$20.....	20 00	
Proportion of Warrant for this service.....		2000 00	<i>Renfrew:</i>		
			5, Alice, \$25; 3, Griffith, \$15; Petewawa, \$30; 8, Roas, \$15; 4, Sebastopol, \$20; 4, Westmeath, \$15; 11, Westmeath, \$10	130 00	
			<i>Frontenac:</i>		
			Barrie, 4 schools, each \$12.50; 4, Bedford, \$20; 1, 3, 4, Oso, \$11 each; 2, Oso, \$12; 6, 7, Oso, each \$15.....	145 00	
			<i>Addington:</i>		
			1, Anglesea, \$20; 3, 5, 8, Anglesea and Kaladar, \$20 each; 1, 2, 5, Denbigh and Abinger, \$30; 4, Kaladar, \$35.....	145 00	
			<i>Hastings:</i>		
			Bangor, \$15; 1, Dungannon, \$15; Faraday, \$20; 4, 20, 21, Hungerford, \$15 each; 1, McClure and Herschel, \$20; 3, Tudor, Wollaston and Lake, \$25; 5, Tudor and Lake, \$15.....	155 00	
			<i>Peterborough:</i>		
			10, Belmont and Methuen, \$20; 2, Busleigh, \$27; 1, Galway, \$5; 4, Galway, \$5; 4, Lutterworth, \$14; 1, 2, 9, Minden, each \$14; 1, Snowden, \$20.....	133 00	
			<i>Victoria:</i>		
			4, Bexley and Laxton, \$25; 7, Carden, \$15; 7, Anson, \$20; 2, Digby, \$15; 1, Draper, \$20; 3, Draper, \$15; 9, Fenelon, \$10; 5, Laxton, \$10; 5 schools, Laxton, \$50; 4, Lutterworth, \$14; 1, Macaulay, \$20; 3, Macaulay, \$15; 5, Somerville, \$15; 1, Stephenson, \$15; Watt, \$20.....	279 00	
			<i>Simcoe:</i>		
			Macaulay, Mr. Lambert's school, \$15; 1 and 2, Morrison, each \$15; 1, Muskoka, \$15; 2, Muskoka, \$15; Watt, \$20; 13, Oro, \$20.....	115 00	
			<i>Norfolk:</i>		
			2, Charlotteville, \$30.....	30 00	
			<i>Grey:</i>		
			6, Artemesia, \$15; 10, Proton, \$25; 8, 11, 13, Keppel, \$50.....	90 00	
			<i>Huron:</i>		
			8, Huron, \$15.....	15 00	
			<i>Bruce:</i>		
			1 and 5, Amabel, 10 each, \$20; 10, Bruce, \$15; 5 and 6 Elderslie, \$20 each; 4, Kincardine and Bruce, \$15; 14, Kincardine, \$20.	110 00	
			<i>Algoma District:</i>		
			Sault S. Marie, \$50; Korah, \$25.	75 00	
			Parry Sound, \$50.....	50 00	
			Receipts remitted Hon. Provincial Treasurer.....		1492 00
			Balance, 31st December, 1868.....		34 00
					1526 00
					747 00
					2273 00
		2273 00			

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 4.—The Normal and Model Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Sections 119 and 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$	cts.		\$	cts.
To balance 1st January, 1868, as per account of 1867		1328 57	By salaries and wages, including Rev. Dr. Ormiston's travelling expenses	10580 11	
" proportion of warrants for this service	17000 00		" Books, apparatus and requisites	1952 92	
" Model School Fees and other receipts		4127 52	" Printing and advertising	209 67	
			" Light, water and fuel	1260 91	
			" Insurance	512 20	
			" Furniture, repairs to roof and yards, and contingencies	2556 78	17072 50
			Expenses of grounds, and gardener's wages		404 32
			Expended on fittings, &c., of heating apparatus		851 66
					18328 57
			Amount of cash receipts remitted Hon. Provincial Treasurer		4127 52
		22456 09			22456 09

STATEMENT No. 5.—Public School Libraries, Maps and Apparatus, and Prize Books

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 20.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$	cts.		\$	cts.
Balance 1st January, 1868, as per account of 1867		186 25	Purchases and expenses	30079 92	
Net amount received from Municipalities, School Sections, &c., for libraries, as per Table M, being half price of books supplied	2216 04		Museum acct. for proportion of purchases charged that acct. in 1867, but now transferred to Depository	2106 33	32186 25
Net amount received from Municipalities, School Sections, &c., for maps, apparatus and prizes, as per Table N, being half price of articles supplied	12961 90		Receipts remitted Hon. Provincial Treasurer		19705 26
Sales in Depository of Books for Sunday Schools and Mechanics' Institutes, and of text books and other School requisites, at catalogue prices and for school purposes only, during the year	\$4826 80				
Less expenses covered by Warrant received in 1869	293 48	4533 32			
		19705 26			
Proportion of warrants for this service	30800 00				
Proportion of warrants transferred from Museum acct.	1200 00	32000 00			
		51891 51			51891 51

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 6.—The Superannuated Teachers.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867.....		1953 87	By payment of pensions on account of 1867 and 1868, as per Table O..	5957 31	
To proportion of warrants for this service		4200 00	Amount of subscriptions repaid teachers withdrawing from the fund	177 00	
To subscriptions from teachers during the year	408 00				6134 31
To interest on investment.....	190 00		Amount of cash receipts remitted to Hon. Provincial Treasurer		598 00
		598 00			6732 31
			Balance returned Hon. Provincial Treasurer		19 56
		6751 87			6751 87

STATEMENT No. 7.—The Departmental Library and Museum.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of warrants for this service	4000 00		By Balance 1st January, 1868, as per account of 1867		184 39
Less transferred to Libraries, Maps, and Apparatus account.....	1200 00	2800 00	Books, Periodicals, Documents, Binding, &c., in Toronto	352 44	
Transfer from Libraries, Maps, and Apparatus account, being amount charged Museum account, 30th June, 1867, part of \$6285.91, for expenditure in England, of which \$2106.33 was incurred for articles for Depository.....		2106 33	Books in Montreal.....	33 07	
Balance of credit on England unexpended and refunded.....	138 35		do New York	97 79	
Cash received for broken stationery.....	5 00		Articles for Museum in London, including \$515 50 glass for show cases	647 25	
		143 35	Customs' duty on importations	362 58	
		5049 68	Insurance	247 33	
			Freight, Metal Show Cases, Fresco, Painting, Carpentering, Plastering, Fittings, and Repairs	2981 48	
			Receipts remitted Hon. Provincial Treasurer		4721 94
					143 35
					5049 68

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Continued.*

STATEMENT No. 8.—The Journal of Education for Ontario.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To balance 1st January, 1868, as per account of 1867		116 00	On account of printing and mailing the <i>Journal of Education</i> for 1868, and expenses of the publication.....	1608	56
Proportion of warrants for this service.....	1800	00	Amount of cash receipts remitted Hon. Provincial Treasurer		54 90
Sales, subscriptions and advertisements during the year	54	90	Balance, 31st December, transferred to Hon. Provincial Treasurer		307 44
		1854 90			1970 90
		1970 90			

STATEMENT No. 9.—The Inspection of Grammar Schools.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To proportion of warrants for this service		2000 00	By balance 1st January, 1868, as per account of 1867.....		0 02
			Rev. G. P. Young, M.A., Inspector, 1st Jan. to 30th June, 1868.....	1000	01
			Rev. J. G. D. Mackenzie, M.A., Inspector, 1st July to 31st December, 1868.....	999	97
		2000 00			1999 98
					2000 00

STATEMENT No. 10.—The Grammar School Fund.

(U. C. Consolidated Statutes, 22 Victoria, Chapter 63, Sections 3 and 9. Act 29 Victoria, Chapter 23.)

RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To Balance, 1st January, 1868, as per account of 1867.....		26940 00	By payments on account of 1866 and 1867, as per Table G.....	53190	00
Proportion of warrants for this service, on account of 1867		55000 00	Payments for last half 1868, in Table of 1869.....	26523	00
		81940 00	Payments to Observers at Meteorological Stations, County Grammar Schools, on account of observations in 1866, 1867 and 1868	2227	00
					81940 00

TABLE R.—THE ACCOUNTS OF THE EDUCATION DEPARTMENT, 1868.—*Concluded.*

STATEMENT No. 11.—Balance Sheet, for the year ending 31st December, 1868.

RECEIPTS.						PAYMENTS.						
Balance unex- pended 1st Jan., 1868.	Cash Receipts for the year 1868.	Warrants.	Transferred.	Over-expended on 31st Dec., 1868.	TOTAL.	SERVICE.	Over-expended on 1st Jan., 1868.	Payments by cheque.	Deposited or refunded to Province.	Transferred.	Balance unex- pended 31st Dec., 1868.	TOTAL.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
632 00	16 92	160000 00	.....	719 80	161368 72	Common Schools .....	.....	161351 80	16 92	.....	.....	161368 72
4004 30	.....	10000 00	.....	.....	14004 30	Separate Schools .....	.....	13284 50	.....	.....	719 80	14004 30
239 00	34 00	2000 00	.....	.....	2273 00	Poor Schools .....	.....	1492 00	781 00	.....	.....	2273 00
1328 57	4127 52	17000 00	.....	.....	22456 09	Normal and Model Schools .....	.....	18328 57	4127 52	.....	.....	22456 09
186 25	19705 26	32000 00	.....	.....	51891 51	Libraries, Maps and Apparatus.	.....	30079 92	19705 26	2106 33	.....	51891 51
1953 87	598 00	4200 00	.....	.....	6751 87	Superannuated Teachers .....	.....	6134 31	617 56	.....	.....	6751 87
.....	143 35	2800 00	2106 33	.....	5049 68	Library and Museum	184 39	4721 94	143 35	.....	.....	5049 68
116 00	54 90	1800 00	.....	.....	1970 90	Journal of Education .....	.....	1608 56	363 34	.....	.....	1970 90
.....	.....	2000 00	.....	.....	2000 00	Grammar School Inspector	0 02	1999 98	.....	.....	.....	2000 00
26840 00	.....	55000 00	.....	.....	81940 00	Grammar Schools .....	.....	81940 00	.....	.....	.....	81940 00
35399 99	24679 95	266800 00	2106 33	719 80	349706 07		184 41	320641 58	25763 95	2106 33	719 80	349706 07

PART III.
—
APPENDICES.
1868.

APPENDICES TO THE ANNUAL REPORT
OF THE
Normal, Model, Grammar and Common Schools
IN ONTARIO,
FOR THE YEAR 1868.

APPENDIX A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN ONTARIO, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1868, WITH NOTES BY THE CHIEF SUPERINTENDENT.

I. COUNTY OF GLENGARRY.

1. *The Reverend W. K. Anderson, Lochiel.*—I beg leave to report that the state of education in this township is far below the standard that ought to mark it. With a fertile soil and a large population, Lochiel should have progressed more rapidly in educational matters. The present state of things may be accounted for in part by the following facts:—First, the salaries given to teachers are so low that the services of experienced and thorough teachers cannot be secured. Secondly, most of the school-houses are too small, ill furnished, and every way very uncomfortable. During the last half-year, there was not a male teacher in a Common School in the township. The present year begins with three. All the schools of the township have been in operation during the year. Prizes have only been given in the Common and Separate Schools in Alexandria. I think they had a good effect. Both the above-named schools are doing well—the former under the management of Miss Simpson, and the latter under that of Mr. A. Campbell. The revised programme for County Board Examinations is observed. The questions, however, are not printed, but written.

II. COUNTY OF STORMONT.

2. *William Millar, Esquire, Osnabrock.*—In this township, the schools are all on the free system for the present year, which is an improvement. In my remarks of last year, I had hopes of having to report at least two new school-houses, but from causes which it would be unnecessary to mention, the trustees have failed to erect them. I noticed, during my visits in 1868, some improvement in the trustees being more anxious about

supplying maps for the use of their schools, and the trustees of one section set the example, which I hope will be followed by some of the others during the present year. There has been very little inclination among the trustees in general in regard to libraries, although I have endeavoured to impress upon their minds the advantages that their children would derive from such a source, and also the amount of knowledge which the parents and guardians of the youth of the section would participate in. In the sections where the teachers have been engaged for the year and continued, there has been a decided improvement in those schools, but where teachers have been engaged for a few months, there has been very little improvement, if any, and some of the last mentioned not any. The Board of Education has the questions printed for the examination of teachers.

III. COUNTY OF DUNDAS.

3. *The Reverend William Ferguson, A.M., Winchester.*—I am happy to say that there is now a desire, in the erection of new school-houses, to make them more like what they ought to be. Stone and brick fabrics are taking the place of log and frame erections. The size is enlarged, and the internal arrangements and ventilation better adapted to secure the convenience and comfort of the pupils. The substitution of the new for the old books will be fully accomplished this year. Our teachers are convinced that our excellent text books are valuable, not only for what they contain, but what they suggest. Approved and appointed text books are essential, not merely to correct the erratic likings of some teachers—the lazy approval of those who are accustomed to stumble on in their beaten round, and to arrest the blind desire after something new, manifested by those who imagine that *good* and *new* are synonymous terms—but as standards by which the educational progress of our country may be truly gauged. I rejoice, that in the examination of candidates for the office of teacher, every succeeding year marks increased knowledge on the part of those who have been engaged in that honourable profession, and larger acquirements and maturity for higher grades, on the part of those who submit themselves, the first time, for examinations. If we have had to bear the imputation of severity from a stern adherence to the requirements of our law, yet the fruit of this wise adherence to our excellent rules is to be seen every day in the steady devotion of the teachers to their duty, and the manifested improvement of the scholars on the unannounced visitations of the Local Superintendent. I have no doubt the Common Schools of the country, guided by the same sound judgment, and managed by the same prudent hands, will more fully accomplish their ever-enlarging task than they have ever yet done.

4. *Andrew Broder, Esquire, Mountain.*—I cannot say that our schools have reached that high standard that our School System designs, yet there is advancement, and a growing interest manifested on the part of the people generally. They are seeing more clearly the importance of education and its results; without this, there can be but little hope of having educated communities. The schools have all been quite active during the year, having in most of them a good attendance and improvement. Some of the houses are not what they should be, but every allowance should be made. The people feel the need of better ones, and are putting forth efforts to improve the present state of things, and already we find new houses, well adapted for school use, taking the place of those older ones, now unfitted for school purposes. Our teachers are generally ladies, there being only three gentlemen teachers in the township—however, many of them are well fitted for their important work. Contrasting the department of the schools under their tuition with those under inferior tuition, shows clearly that to raise the standard of our schools to thoroughness, we must raise the standard of our teachers. This is gradually being done. There are quite a number of children not attending school—the principal cause is the neglect of parents, together with neglect of duty on the part of the trustees and superintendent. I have held lectures in the several sections, showing the importance of education, and the necessity of improving every opportunity that presents itself. The lectures have been well attended, and I have thus got an expression of the township on educational matters that conclusively proves that, when the superintendent shows a willingness to do his duty, he has the co-operation of the trustees, teacher, and people concerned, and I entertain the hope that the schools of this township will yet attain that standing that will do honour to those who are engaged in the important work.

IV. COUNTY OF PRESCOTT.

5. *Colin Dewar, Esquire, Hawkesbury, East.*—The aggregate attendance is considerably greater than last year, but I regret to say that the number of children not attending any school is also greater. The cause for the most part, is poverty and indifference of parents. There is very little religious instruction given in any of the schools—several of the teachers do not use the Bible at all. I attended the meeting of the County Board in May last; the examination questions were not printed. There are no Common School Libraries, and only one Sunday School with two libraries. I regret that prizes are not more generally provided by the Trustees, as I find a good effect produced by them. I think on the whole that education has made some progress in this township the past year, which perhaps is owing to the fact that two or three very indifferent teachers have been discharged.

5b. *The Reverend William Lumsden. M. A., Caledonia, Hawkesbury West, and Hawkesbury Village.*—Nearly all the absentee children in these townships from the Public Schools are French. Great numbers of French attend, and there are, perhaps, a few of other origins, but the cause of their non-attendance is indifference. A wise, thoughtful compulsory law, would be a blessing to the French and to the other inhabitants, who could then legally interfere with the half-vagrant life of many of these children. I am sorry to have to report to you that the County Board examinations have not been conducted, in any case that has come to my knowledge in this County, by printed examinations. I fear, indeed, that they will not be, unless you consent, at least for awhile, not to press the "*Spirit of the Law*," in discouraging some Grammar School Master to imitate the printed method here, which no doubt afterward would be necessarily continued. Toronto is not looked to here as Montreal is, partly on account of its distance. There is need for improvement in the general state of the schools in this part of the Province, and a good time to attempt it is now. The people are in just that stage of improvement that the log shanties are giving way here and there on all sides to substantial homesteads of brick and stone. Improvement is daily becoming more visible. The school houses will follow this—indeed they are doing so. The want of maps, libraries, &c., will be supplied, and there is no place but Toronto to be the future source of these supplies. An Inter-Provincial railway, improved pecuniary circumstances, and a little knowledge and example of what should be done, will change everything in the school line, when it improves at all. Lastly the use of English in the schools is the hope of one who hears Gaelic and French as frequently as English, as the common vernacular of the population.

V. COUNTY OF CARLETON.

6. *The Reverend C. P. Emery, Fitzroy.*—The accompanying report will show considerable progress in matters pertaining to Common Schools in the township of Fitzroy. Our teachers have improved in the art of educating, as distinguished from cramming. The good results are apparent in those that are educated by them. The schools, as a whole, have been well attended during the current year.

7. *The Reverend Richard Gavin, A.M., Gloucester.*—The causes of non-attendance, on the part of the 205 reported, were, I believe, the indifference of parents, and the distance of the children's homes from their several schools. In a few cases, the want of clothing was pleaded as an excuse. Religious instruction is not, so far as I am aware, closely attended to, in one of our schools in the manner prescribed. The two instances, in which there are libraries in schools in this township, are not such as to afford an opportunity of testing their usefulness. The great difficulty in their way in rural districts is in getting readers to be punctual in returning volumes, particularly in summer, when the labours of the field are engrossing. The distribution of prizes, where practised, has no doubt been an incentive to study, but an incentive, I am afraid, it has also been to jealousies, heart-burnings, and discontent. I venture to add that, in my humble opinion, if rewards, certificates of honour, or the like, were given to all the painstaking and faithful scholars, the effect on our schools would be more beneficial.* What I complain of chiefly

* This is also provided for in the system of merit cards and certificates of honour which have been prepared, and which are furnished to trustees and teachers applying for them, by the Department of Public Instruction.—Chief Superintendent.

is that means are not adopted to awaken the dormant intellects of the pupils. In this respect, the majority of our teachers are greatly at fault, and when their defect is pointed out, they do not aim at correcting it. Great allowance should be made for their circumstances. Indeed, considering their qualifications and their discouragements, most of them do better than might have been expected. Some of our teachers have been induced to eke out their livelihood by engaging in additional pursuits. Three have stores, which they attend to after school hours, and two have farms. I mention this in the hope that it may evoke from you your opinion of a practice which is, I think, fitted to interfere very seriously with the prosperity of schools. I am not aware of any provision in the statute which makes it illegal. Until the teachers are better provided for, they can scarcely be blamed. To give, in a few words, an idea of our schools, I take leave to classify them thus:—(1) Four are comparatively well conducted; (2) Six are taught with some care, but not with spirit, nor successfully; (3) Ten are intellectually low, and altogether in a sad condition. I have addressed the pupils, at the close of my visits, on topics suggested by the condition of each school, and have, in accordance with custom, entered these remarks as lectures in the report. I have also delivered, at six prominent places in our township, more carefully prepared lectures on the true idea of education, and how it may be realized by the working of our Common School Act. The meetings, at which these were given, were held at convenient evening hours. They were previously well announced, and were generally well attended.

8. *The Reverend Charles Taggart, Gower North.*—In order to the greater efficiency of the schools, several things are absolutely necessary—1st. Better qualified trustees; 2nd. A better class of school-houses, with the necessary furniture; 3rd. More efficient teachers; 4th. A remodelling of sections, as many of them are too large. A great waking up of parents to the importance of educating their children, and more enterprise among the people. Distance from school and indifference of parents are the principal causes of irregular and non-attendance. In answering the enquiry in column 112, I beg leave to say that the programme for County Board Examinations is observed in general, and the questions are printed. I take the liberty to mention, what I think would promote greater uniformity in the examinations by the several County Boards. If the Department would furnish the County Boards, as often as necessary, with sheets of printed questions for teachers, would it not secure greater uniformity in the examinations, and lessen the expenses, as each County Board would have the same sheets of questions, and pay its share of the printing expenses? There are no school museums, magic lanterns, nor any other scientific amusements for the pupils of any school in this township. There is but one school library in the township, and it is small; notwithstanding, its influence is manifestly good upon those residing in the section. The *Journal of Education* is highly appreciated, and its influence upon the schools is most beneficial.

VI. COUNTY OF GRENVILLE.

9. *Robert E. Brown, Esquire, Augusta.*—I think the changes you propose to introduce in the school law would tend, upon the whole, to improve the state of our schools, although some of the suggestions you submitted to the Committee appointed by the Government would give perhaps considerable dissatisfaction. The distance some children have to go to school would render it very difficult, if not impracticable,* for parents to comply with the law, if compelled to send six instead of four months in the year, and fixing the minimum salaries of teachers would induce trustees to enlarge the boundaries of their sections, which would increase the difficulty above mentioned. But electing Township Trustees, and leaving it optional with parents to send their children to any school they choose, would, I am persuaded, induce those who purpose following teaching for a livelihood to fit themselves for the profession. It is reasonable to suppose that trustees would not a second time employ a teacher who, on account of incompetency or incapacity, suffered the teacher in an adjoining section to steal his pupils. The appointment of County, instead of Township Superintendents, would be a change for the better, and meet, I think, with general favour.

* All such contingencies are anticipated and provided for in the Draft School Bill referred to.—*Chief Superintendent.*

10. *The Reverend John Howes, Gower South.*—In four of the schools, the Bible or Testament is read, and school opened and closed with prayer. I regret that there are no libraries in any of the schools. The schools generally have been well conducted, and some of them efficiently taught.

VII. COUNTY OF LEEDS.

11. *Charles N. Hagerman, Esquire, Escott Front.*—The schools in this municipality are annually improving. The number of children not attending any school is less than in former years. The causes assigned by Trustees are various, but I shall give but one, and that not emanating from Trustees, viz.: the direct want of a law compelling their attendance. The revised programme at Circuit Board examinations is observed, and the questions are printed. The schools are all free, and the obnoxious rate bill has become a thing of the past. With regard to school libraries the Township is totally deficient, a compulsory law on that subject, in my opinion, would be timely, and would redound to the lasting credit of the Department, and would be an untold benefit to present, rising, and future generations. None of the schools have commenced Museums of Natural History or Botany; neither have they magic lanterns or any other scientific amusements. The *Journal of Education* is regularly received by the Sections, and read, and not allowed to lie at the Post Office for months as in former years. Each Board of Trustees has a proper corporate seal. The schools are mostly opened and closed with prayer, and the Bible and Testament are used to some extent in all. In the sections in which prizes were distributed there appears a desire on the part of pupils to attend regularly, and no desire to skulk the school-room as manifested in other sections.

12. *The Reverend James Gardiner, Yonge and Escott Rear.*—The books used are all authorized by the Council of Public Instruction. The term of compact with the teacher generally expires about Christmas. There is but one library in a tolerably good condition, not much used. No apparatus or School Museum in this Municipality. The schools are generally very small, except No. 6, in union with the Farmersville Grammar School. The scholars *here*, are generally very young, that remain in the Common School; the teachers are changed frequently, and the attendance very irregular—the Sections being small, some of them are quite inadequate to pay for or sustain a good school. The Separate School is almost a failure, and has nearly ruined Section No. 4, wherein it is located. Many of the Trustees are deficient in those qualifications necessary for success in their work. Superintendence will not be of use unless there is more power given to the office, than is now vested there; an efficient administration is difficult, almost impossible; cheap teachers are the favourites generally. Many persons undertake the work who are not “apt to teach.” I know not where to find a remedy. Superintendents or some other officials should be empowered to secure repairs, maps, furniture, &c.

VIII. COUNTY OF LANARK.

13. *The Reverend J. A. Preston, M. A., Beckwith.*—I find that very few children of school age, do not attend any school whatever. Of those who are in this position, the usual cause assigned is *indifference* of parents, but in some few instances *being kept home at work*, and the *distance from the school house*, are the causes alleged. There is only one school in the Township of Beckwith which has a set of apparatus; none have instituted museums or amusements of a scientific character for the pupils. The revised programme is used in the examination of candidates for teacher's certificates, and the standard has been gradually raised for a few years past, until now it has about reached the maximum allowed by law. In this Township a competitive examination of the different schools was held during the past summer, and it is admitted by all parties concerned, that this examination has been of material benefit to the schools. It has also had the effect of increasing the efficiency of the teachers, by creating a laudable ambition to excel, and to promote the proficiency of their pupils, as compared with the pupils of the other schools in the Township. The influence of the *Journal of Education* on the schools is very slight, for the best of all reasons, it is not read. The books in the different libraries are numbered, but as far as I can ascertain, neither covered nor labelled, although some may be; the library books, however, are not made use of to any great extent. Notwithstanding these drawbacks, I think I can

perceive a marked improvement, both in the order and deportment of the scholars, and in their advancement in useful learning. The regulations with respect to religious instruction are not followed to any appreciable extent, nor if they were, do I think that under the circumstances, would they be of so much value, as if incorporated with the daily routine of secular education.

14. *The Rev. J. A. Preston, M.A., Drummond.*—I have little to add to the remarks which I thought it my duty to make in connection with my Annual Report for 1867. The revised programme for the examination of teachers is the basis of examination for all certificates granted. There are few school libraries, and of those few but slight advantage is taken, as far as I can learn. The *Journal of Education* is rarely read, often being allowed to lie for months in the local post offices. Prizes have been distributed in a few school sections, and with the best possible results. We held our usual township competitive examination in July, and it was a great success. The influence for good which this public competition of the schools has produced is very marked and visible. There are no schools in Drummond which have apparatus or a museum or scientific amusements. The books in the libraries are in some cases numbered and labelled, but in very few cases indeed. There has been but one new school-house erected during the past year, a very respectable one in S. S. No. 15. But I regret to say, that many of the school-houses (old log structures), which have stood for upwards of 30 years, are still a standing disgrace to the township, and form a melancholy contrast to the works of prosperity and advancement all around them. Two of them, one in S. S. No. 13 and the other in S. S. No. 8, are built upon the *public road*. They are very dilapidated and utterly unsuitable for the use to which they are put. In the former section steps have been taken (although somewhat tardily), for the erection of a new school-house, while in the latter, which is within 3 miles of the town of Perth, and in a very flourishing section of country, every influence on the part of a majority of the ratepayers, from some of whom a better state of things might be expected, is brought to bear to defeat a desire on the part of a few to remove the present unsightly and unwholesome tenement which was built, I believe 33 years ago, and which, independently of its rude appearance, is altogether too small for the number of pupils who continue somehow to get into it. I hope, ere long, that there will be some remedy for the evils I speak of, and trust that legislation may render our School System still more efficient.

15. *The Rev. William Miller, North Elmsley.*—I would recommend dictation, use of dictionaries—syllabic spelling by all the junior pupils, and dispense with it only among the more advanced. Teachers ought not to confine themselves to the technicalities of textbooks, but explain and illustrate the *subject matter* of the lesson, which would induce the teachers to read and study before communicating to their pupils. With few exceptions no attention is paid to principles. Want of taste in reading is much to be regretted.

16. *The Rev. Alexander Mann, Pakenham.*—During the last years, educational affairs in this township were not, in all cases, so satisfactorily conducted as could have been desired. In several schools the duties of the teacher were not so efficiently discharged as to obtain the approval of the inhabitants of the respective sections. The rest, however, were taught with ability and success, and with the approbation of the parties interested. The children of school age, not attending school, were chiefly prevented from doing so by distance from the school-house, or by the necessity of assisting in agricultural labour. In so far as teachers are concerned, the regulations relating to prayer and reading the Scriptures were generally observed. Others, however, did not find it expedient to avail themselves of the provisions of the School Act relative to this matter. It was found more convenient to give religious instruction either in private or in the Sabbath School. The programme for County Board examinations is observed, but the questions are not printed. Some questions are previously prepared and submitted to the candidates in writing, and in addition to this they are tested by *viva voce* questions. None of the schools have commenced a school museum, nor have any of them magic lanterns or other scientific amusements for the pupils. It is evident, from the accompanying report, that libraries have not been answering intended purposes. The case, indeed, could not have been otherwise, seeing that no arrangements were made for supplying those who might be desirous of obtaining books. It does not appear that in any instance a librarian had been appointed. The *Journal of Education*, with the exception of one school section, seems to have been regularly received, and its influence is, doubtless, of a beneficial nature, though I am unable to state anything deserv-

ing of special notice. As regards prizes, few were given. This, I think, is to be regretted, and were they systematically and judiciously given, they could not fail to be productive of good results; were trustees to devote a certain sum annually for this purpose, it would excite an emulation beneficial both to teachers and pupils. But it is vain to expect them to be distributed at regular intervals if the means of procuring them be left to the exertion of the teacher and the voluntary contributions of the public.

17. *The Rev. William McKenzie, Ramsay.*—I have to note in this year's report a larger aggregate attendance on the roll of our Common Schools than ever before, which may be referred to increasing population. But with the larger aggregate the *proportion* of *actual attendance* remains substantially the same as heretofore, not rising above the low figure of two-fifths—the exact number being 560 out of a roll of 1,441. The causes of this partial attendance, which gives an average of only two days a week for all the scholars on our roll, are various; but the chief of all is the indifference of parents, arising from the very inadequate sense many have of the importance of regular attendance to the proper education of their children. For the slightest reason, many parents sanction the absence of their children from school. There are no special means in use for the religious instruction of our scholars, nor am I aware of any Museum of Botany or Natural History in any of our schools, nor yet of any provision of scientific apparatus. There are libraries in every school section in some instances well kept and well used, but on the whole not exerting that influence which might be expected from the number and quality of the books. The *Journal of Education* comes very irregularly, and I do not know of any special influence it has. In a few of the schools, prizes have been distributed, and seemingly with good effect. They tell favourably both on the attendance and diligence of the scholars. I am so convinced of this that I have used my influence to have the distribution of prizes extended and made an annual matter. Where it is judiciously gone about, and where the work of some two or three months decides who are best to be the prize holders, it seems to work only good. There are, however, encouraging signs of progress, as for example in the desire to improve the school-houses. This is leading to the erection of new and much more sufficient buildings, notably among which is a new and handsome stone building for the Common School in Almonte, forming one of the ornaments of the village, and affording accommodation to four hundred pupils. Wherever these improved school-houses are erected the desire for a more complete apparatus of maps, blackboards, &c., is speedily manifested, and also for teachers of a higher class. And thus the matter grows. In closing, I must not forget to state that the programme for County Board examinations is observed and the questions printed, and it is the desire of the members of the Board to make the examination as thorough as possible, within the limits of the programme.

IX. COUNTY OF RENFREW.

18. *John McGregor, Esquire, Griffith and Matawatchan.*—I am happy to be able to state that our schools are evidently improving and becoming useful to the community. The three schools under my charge are efficiently conducted and have made favourable progress during the past year. The six children in school section No. 1, Township of Matawatchan, not attending any school are over five miles from the school-house of the section, so that accounts for their not attending any school. The eight children in section No. 1, Township of Griffith, are also too far from the school-house. The two in section No. 3, Griffith—indifference of parents. In the three schools the business of the day was opened and closed with prayer. Prizes have been distributed in all the schools during the year 1868, and I can safely say that the system introduced a spirit of emulation among the pupils of the schools, from the lowest class to the more advanced. I would cheerfully recommend trustees to give the system a fair trial. I regret to say that our school-houses are in a bad state at present, owing to the want of maps, but I trust before long to see all of them supplied with the necessary apparatus, especially as the parents seem to take great interest in the education of the children. There are no libraries in any of the schools. The revised programme for County Board examinations is duly observed, but the questions are not printed. It appears to me that if the system of appointing Local Superintendents could be so changed that the right man in the right place could always be secured, it would be very desirable. I look upon the present school system of Ontario as being admirably adopted to our wants if only carried out in accordance with the well and under-

stood wishes of the people, and that any great change in the same would not be advisable. The female teachers are giving every satisfaction to the trustees and parents, and the latter hope that there will be no change in the present system, especially as regards third class teachers, as they are unable to pay for higher class teachers. The school rate in these townships being about fourteen cents on the dollar, it must be a long time before we can equal older townships in more favoured parts of the Province, but most parties seem willing to put a shoulder to the wheel, and when such is the case such things generally prosper.

19. *John Lane, Esquire, Rolph, Buchanan, Wylie, &c.*—I am sorry to have again to report but one school under my charge in operation at present in the Township of Rolph, whereas, some four years ago, I had four all in good working order. The diminution is owing principally to the poverty of the inhabitants, the sparsely populated state of the townships, and also in a great measure to the apathy of the parents, who, as the sections are consequently large, will not send their children on account of the greater distance some go than others. But I am in hopes that a reaction will take place and that I shall have the pleasure of reporting two, if not three, more schools in my next year's report. The school in No. 3 section is conducted by a very good teacher, and the children have shown a marked efficiency. A great want of maps is felt, but as the trustees have never applied for them, they only are to blame.

20. *The Reverend H. Cameron, Westmeath.*—The state of education in this, as in most other townships, in this section of country is, I think, improving. During the past year, a new school-house was erected in one section, and four others were either enlarged or improved. Several schools have been furnished with short desks after the model of the patent school desk, and I expect others to adopt the same improvement. I have, however, little hope of any very decided improvement in our schools, until some of the measures proposed in the contemplated amendment of the Common School Act become law. The small salaries of teachers and the uncertain character of their position, are some of the great hindrances to education. Few, if any, engage in teaching as a profession. They either make it the stepping-stone to something more permanent and lucrative, or assume it from convenience or necessity, and the result is that more than one-half of our schools are taught by inefficient teachers. It is true they have certificates of qualification from County or Circuit Boards, and some of these of the first class, but, unhappily, they do not possess the ability to communicate their knowledge to their pupils. Candidates with certificates of moral character present themselves for examination, answer satisfactorily the questions proposed, but their ability to teach is a matter with which Boards can have nothing to do. It is true there is a sense in which it may be said that a teacher is born, not made, and some of these young teachers do admirably; but it is surely not too much to ask of them, who are the educators of the rising generation, that they be properly trained for this work, either in the Normal School or in some other school under the control of the different Boards of Examiners. Not a few enter on teaching who have very erroneous ideas of the work. After a year's engagement they leave their schools worse than they found them, and go from section to section, and from township to township, until they grow old in the work of school destruction. It might be supposed that trustees would not engage such useless persons. Perhaps they would not if they knew them, but trustees often incur great risks by advertising for teachers, and giving the *keeping* of the school to the lowest tender. So long as lowness of salary is the chief qualification in the eyes of trustees, we cannot hope for much talent or great efficiency among teachers. You will see from my report that the attendance has not been regular. The causes assigned by some teachers and trustees are, distance from school and indifference of parents. These, in some cases, I know to be too true, but I am far from thinking that these are the main causes of irregular attendance. Miserable, ill-ventilated school-houses, harsh, careless or uninteresting teachers are often, if the secret were known, the great giants in the way. If children do not feel comfortable at school, no matter what the cause of discomfort is, and however anxious parents may be that their children should be educated, there will be great irregularity in the attendance. But on the other hand, let the school be attractive, and children, in their desire to attend, will sometimes overcome distance, and even the indifference of parents. Our school library is well read in some sections, and with good results, but in other sections the books are seldom called for. There is considerable discontent occa-

sioned, in some sections, by the mode of apportioning the government grant and equivalent. There are eleven schools in the township, and two of them draw more than two-fifths of the whole grant. This is felt to be a grievance by the weak sections, whose percentage for school purposes is often much higher than in larger sections, and after all they are not able to give an adequate salary for a good teacher. It is true they sometimes get ten or fifteen dollars out of the Poor School Fund, but even that does not place them on an equality with larger sections. As the boundaries of sections are purely a matter of circumstance or convenience, I think it would be only fair that every section should have an equal amount of both the government grant and equivalent, especially as the work done in the larger sections is not greater, in proportion to the population, than in the smaller; or, let all sections be made of an equal size, irrespective of any circumstance, and the result would be almost as favourable to the weak sections.

21. *The Reverend C. R. Bell, M.B., Wilberforce.*—I find in this township, as in many others, that the School Act is very little known or understood by the trustees and teachers of the schools, and I always impress upon the minds of the trustees the necessity of obtaining a school manual, by which they will be able to ascertain their duties and those of all connected with the Common Schools. They have frequently been astonished when reminded by me of their duties, and evidently were not aware that they had to perform such. Amongst other irregularities, I have found it a general custom for the trustees to make their children and the teacher clean out the school-house, light the fires, &c.; this I have peremptorily forbidden, at the same time quoting the Act and reading the manual in reference thereto. Again, I find no conveniences built for the children in connection with any of the schools. Only two schools have maps or other apparatus. There is not one township or sectional library. I bring all these subjects before the trustees, and hope that after a little time we shall see a general improvement. We have adopted the printed examination papers at our Board in Pembroke for the northern division of this county and find it works well. I shall be glad to see a change in our School Act, and trust that the propositions which have been placed before Parliament will (after a little modification to adapt it to all parts of the country) soon be adopted.

X. COUNTY OF FRONTENAC.

22. *The Reverend D. A. Brown, Clarendon.*—The township of Clarendon is at present divided into three districts. Nos. 1 and 2 have schools in operation. The people labour under some embarrassment, the settlement being small—consequently but few scholars; yet they are striving to cultivate the minds of their youth. We deplore the want of a school library, not being able to comply with the provision of our excellent school law. Section No. 3 has a frame school-house in course of erection, and expects to have a school in successful operation the ensuing summer. The township of Miller was admitted into the municipality of Clarendon last year, and was divided into four school sections, all of which are making preparations to open schools in 1869, if possible. The settlement being new, they labour under embarrassment, yet they are anxious to have schools among them. A great majority of the inhabitants of the rear townships are in favour of compulsory education, yet they are not in favour of the rest of the proposed alterations in the law. The land being broken, we require all the aid in the power of the Province to grant, in order to overcome the difficulty of a thin population.

23. *David McRae, Esquire, Kingston Township.*—I have visited and examined all the schools once during the first six months I have been in office, and nine schools since. In these nine schools, I delivered a lecture, addressed to the pupils, the teachers, and the parents. My chief object, in my first visitations, was to test the schools under my jurisdiction, that, when I returned in a few months, I might be able to tell what proficiency had been attained by the pupils, and also whether the teachers had done their duty. I cannot say that the schools fulfilled the expectations I had formed respecting them; however, I am happy to state that in those I visited the second time, there was a sensible improvement. I have endeavoured to ascertain, from questions put by me to the teachers and trustees, what benefits have resulted from religious instruction. The answers received are not satisfactory. It is true a few schools have been visited by clergymen, but their coming, I am informed, has been "like angels' visits—few and far between." In my address to trustees and parents, I have advocated the advantages to be derived from maps

and other aids, which are so essential to successful teaching. I have also spoken on the benefits that would result from public school libraries. It is certainly startling that such a wealthy township as Kingston is so meagerly supplied. The revised programme at the County Board is observed, and the examination papers are printed. At the last meeting, however, we did not confine ourselves entirely to the printed papers, but orally and on the blackboard, put questions to the candidates for examination.

24. *John R. Smith, Esquire, M.D., Portland.*—I am pleased to state that the schools in this township are perceptibly improving, particularly this last year, owing, no doubt, to the selection of a better class of teachers. Many of the trustees, however, are woefully deficient in performing correctly the onerous duties of the responsible office they hold. As I have before said, were they possessed of a mere common education, the advancement of the pupils would be very much improved. A remedy is much required in this respect, and I sincerely hope the time is not far distant when an effectual one will be found. Another new section has been formed, No. 16, and a commodious frame school-house erected thereon. The trustees and parents of the section feel much indebted to the Department for the promptness with which it complied with the request to grant \$20 in special aid. Section, No. 6, has built a good frame school-house also. In a few years, I believe that frame and stone will replace all the log school-houses in this township, owing no doubt to superior education, and the increasing wealth of the township.

XI. COUNTY OF ADDINGTON.

25. *Ira Williams, Esquire, Camden East.*—I am happy to inform you that the schools under my charge are in good working condition, owing mostly to the fact that few sections have changed teachers during the past year. Out of the large number of children of school age in this township, I find that there are but few who have not attended some school during the past year. The non-attendance is no doubt to be attributed to the indifference of parents, and to the influence of the rate-bill system on the poor. Our schools are mostly free, and I trust, ere long, that the system of free schools will be established by law. But little attention is paid to the religious instruction of the children. Most of the schools are opened and closed with prayer, and in some the Scriptures are read, but I have yet to learn that any clergyman has availed himself of the opportunity afforded by law for the religious instruction of his adherents. During the past year, two commodious frame school-houses have been erected in this township, and there are several sections which require to build new school-houses, in order to have a suitable place for the education of the children. The revised programme for the County Board has been observed, and the examination questions are printed. The books in the schools under my charge are not covered, labelled, and numbered. In reply to your question, "What influence does the library exert?" I am sorry to say we have no Township or Common School Libraries. Wherever prizes have been distributed, the pupils are characterized by regular attendance and advancement.

26. *William Hames, Sen., Esquire, Denbigh, Abinger, and Ashby.*—There have been many changes in the removal of many of the children from some parts of this municipality, so as to leave less children to attend school, therefore our report is not as favourable as last year. There has been one school-house opened in union with Miller. The school has only been kept open three months in the past year, but the trustees think that they will make the school-house more comfortable for the next winter. The trustees and children are much obliged to you for the favour of the books you sent us—though old, yet prized by many. School No. 2 is blessed with a good amount of good reading matter in its Sunday School Library; the others are but poorly supplied. There is much trouble in getting good teachers in this back country; but we are thankful to you for the grant from the Poor School Fund for our school, which we found very acceptable to pay our teachers. The examination programme is duly observed, and the questions are printed. During the next year, I hope the schools will be better attended than in the past. The change that is likely to take place in the school law does not seem to take very well here, as we think that the woods of our Dominion will be forgotten by the County Superintendent, and the trustees put to much more trouble than they now are; but I hope it will be all for the best, and time will tell.

27. *James Aylesworth, Esquire, Sheffield.*—The general regulations, in regard to

religious instruction, do not appear to be followed, because in nearly every school, there are both Protestant and Roman Catholic children, and the parents do not wish religious instruction to be imparted at school. The programme for County Board examinations has been observed so far as I know, and the questions are partly printed, and partly *viva voce*. The Sunday School Libraries are extensively read, and are having a good influence in the community. There have been so few prizes distributed in this township that the system has not had a fair trial, but it appears to induce children to study more, and to attend school more regularly. The *Journal of Education* is generally received, and read by one of the trustees and his family, and that is the end of it, except in a few cases where it is given to the teacher. The one great reason for children not attending school more regularly than they do, is the careless indifference of parents.

XII. COUNTY OF LENNOX.

28. *The Reverend J. B. Aylesworth, B.A., Fredericksburgh North.*—The sections are too small, resulting in poor houses, ordinary teachers, and no conveniences generally. No. 13 is a large school, poor house, and one of the best teachers in the world—John Mavety—salary for 1869, \$420. Libraries are not much attended to in the township. The *Journal* is regularly received in the township, and I think generally read, and must ultimately bring light to the dark places. Some more convenient mode of enlarging the sections might be useful in this township.

XIII. COUNTY OF PRINCE EDWARD.

28b. *Gilbert D. Platt, Esquire, County Superintendent.*—The causes of non-attendance at school are, in a few instances, *poverty*; in about as many others, *distance from the school*; but probably in the majority of cases, the indifference of parents, and their inability to appreciate the educational privileges supplied by our admirable school system. The last deficiency I hope to remedy, in part at least, by means of the annual lecture in each section—a provision heretofore greatly neglected in this country. The regulations of the Department as regards religious instruction are but partially observed. Probably a majority of the schools are opened with prayer, or reading the Scriptures, but I know of none in which regular religious instruction is given by a minister. In the rural sections generally, this would be a matter of considerable inconvenience, but it might certainly be attended to in the villages and towns. The revised programme for the examination of teachers has long been adopted by the County Board, and the questions are printed. No third class certificates of qualification are granted, and the examination, generally, is very strictly and carefully conducted. As far as libraries have been procured, I think the “regulations” from the Department are generally pretty well carried out, except, as in a few instances, that the libraries have become so scattered and disorganized as to be practically useless. I consider the libraries, supplied by the Department, are calculated to do very much good wherever they circulate; but I fear the books are not as generally read as they ought to be. The cause of this delinquency is, no doubt, to be found in the disordered state of the *popular taste*, which is more fully satisfied by the light literature of the day, than by such works of sterling interest and importance as are available for public libraries. The education of Canadians, as a general thing, seems to be still far too superficial and lacking in depth and thoroughness. When a higher standard of intellectuality, in this respect, shall have been reached, we may reasonably expect a more correct taste for reading, and that, as a natural consequence, the books supplied by the Department will be in greater request. As far as I have heard, no injurious result has attended the few instances of awarding prizes reported during the past year. However, the system is far from general, and its propriety is seriously questioned by a number of our best teachers. It only remains for me to say, that there are many hopeful features in the present aspect of the cause of education in the country. The teachers seem waking up to a keener sense of the great responsibility of their profession, and the need of constant improvement and mutual comparison of systems, as evinced by the recent formation of a Teachers’ Association which promises to be the means of very great benefit,—as well as by the frequently expressed desire on the part of individual teachers to attend the Provincial Normal School. The salaries of teachers are also on the rise, and a more extensive appreciation of the services

of good teachers is plainly discernable. On the other hand, it is discouraging to mark the extreme slowness with which many localities improve their school buildings and procure the requisite maps and apparatus. In some few sections a most selfish spirit is manifested, to the great obstruction of the interests of education. These and other disabilities, only less serious, it is to be hoped will soon disappear before the onward spread of those generous ideas of popular education which are beginning to characterize our age and country.

XIV. COUNTY OF HASTINGS.

29. *Frederick H. Rous, Esq., South Riding, Co. Hastings.*—The cause of non-attendance of scholars, where given, is almost invariably returned by the teachers as 'Indifference of Parents.' Perhaps, if the latter prepared the returns, they might reciprocate the compliment, and give it as 'Indifference of Teachers.' For myself, I observe that, in every section where an able and energetic teacher is retained for any length of time, the attendance steadily advances, until it includes almost all of school age, and often many others. I notice, too, that where cheapness is the primary object of trustees in selecting a teacher, and efficiency only a secondary consideration, the school runs down until it sometimes reaches a very small average indeed. I cannot therefore avoid the conclusion that the answer might sometimes properly stand—*Indifference of Trustees.* The trustees select the teacher—the teacher makes the school. In the proposed new school law, I am glad to see it is proposed to name a minimum sum for teachers' salaries. I fear, however, that public opinion here will not just yet support so high a minimum as \$300, and that the difference of \$100 is too great a difference to make between the sexes, and might lead to too sudden a change in the substitution of female for male teachers. I think, too, that it will be well to interpose the veto of the County Superintendents to prevent too frequent changes of teachers. But it seems to me that this proposal is mis-understood by many. Where a teacher is engaged for a definite period—say a year—I presume that the new clause will in no way affect such engagement, but will only operate in cases where no fixed time has been agreed upon for the termination of the agreement. In the *Teachers' Examinations* in this county, we adhere to the plan that has been in operation for some years—namely, that of printed questions, with a certain value affixed to each, to which each candidate gives written answers without leaving the room, or communicating with others. The *Library Books* remain as they have done for the last two or three years—with the original covers, labels, and numbers upon them, where they have not been torn off or erased; but under no proper system of management, with no properly paid librarian, no arrangement into sets or divisions for going in rotation to different school sections—no annual or even occasional appropriation for the supply of fresh volumes to replace those worn out or lost. I think, as I have intimated in former letters, that the grant of \$100 for library books should be accompanied by a condition binding the municipality to an annual appropriation for keeping up the library, and gradually adding to it. Still, with all these drawbacks, the books are used to a limited extent, and doubtless the leaven—thus silently at work—like the rice-seed in the east—'cast upon the waters, and bearing fruit after many days'—is producing valuable effects that might indeed be doubled or quadrupled; but that, such as they are, will operate in successive years with accumulative force, which it would be folly to ignore, and criminal to sacrifice or throw away. The *influence of prizes* is reported by some of our teachers as a valuable aid in maintaining an efficient government of their schools. As they (prizes) do not appeal to the higher sentiments of our nature, I doubt their influence being remarkably extensive or enduring, or very eminently beneficial, though I think their judicious employment is sometimes advantageous. With regard to the general condition of our schools, while there seems much left to amend, there seems to me also, in looking back over a series of years, much ground for encouragement, and that in many different ways. I will specify a few points that occur to me as illustrative:—*School Trustees.*—It seems to me that there is a growing desire to have good men chosen as trustees, a growing conviction of the impolicy of appointing obstructives or economists without reference to their fitness for securing the prosperity of the school. I think, too, that there is an increasing willingness on the part of trustees to devote time and labour to the service of the school. *School Disputes.*—There appears to be an increasing disposition to avoid disputes in school sections, and to settle

them when they arise without recourse to law, or even to arbitration. We have had no school arbitrations in South Hastings for two or three years. *Parents* are becoming, in many cases, more in earnest in securing a good education for their children, so that not only are trustees and teachers held to a closer account, but the question is every now and then started, whether trustees are not liable to prosecution for engaging inferior and incompetent teachers, such as are not able to give the instruction required in the section. *Tidiness and Order.*—I think there is much improvement as to the clean, tidy, orderly appearance, both of the school-house (internally) and of the scholars. In the case of the latter, this may be partly the result of their being surrounded by an ever increasing number of comforts and conveniences at home, and partly of the increased accommodation and comfort surrounding them at school. *Enjoyment of School.*—I think children are happier at school year by year, not in every instance, but that the tendency is in that direction. It will probably become more obvious as the teachers come to keep more generally to *short lessons thoroughly learned*—keep their scholars actively at work in school, and depend less and less upon their studying at home. A shortening of the present school hours would be another desirable means of aiding the younger scholars in arriving at this consummation. *Thoroughness with Lessons.*—There is some improvement in this respect almost every year, though even yet there remains abundant room for more. *Practical Instruction.*—There is, I think, a steadily increasing endeavour among teachers to adopt their instruction to the scholar's requirements in after life. This is shown in arithmetic by a growing tendency to the Pestalozzian system of teaching, in preference to burdening the memory with dry and formal 'rules'—in spelling, by teaching it more and more by means of writing, rather than orally; and in the encouragement of such practical acquisitions as vocal music, gymnastic exercises, &c. *Better School-houses.*—The greatly improved school-houses going up year by year—the shade trees planted around them—the ornamental fences enclosing the play grounds—all tell their own tale even to an unobservant eye; and to these might be added the better seats and desks, the larger blackboards, with the more liberal supply of maps and other internal school requisites. It will be understood that the above remarks refer to, and cover a period of several years—say the last ten years. I have referred to signs of improvement. Much might doubtless be said of the *amount* of improvement. On the too frequent change of teachers—on the necessity of greater thoroughness in teaching—on the strange neglect of ventilation in our school-houses, it would be easy to dilate. But it is allowable sometimes, and profitable too, to contemplate what has been done, to take pleasure in the retrospect, and to draw therefrom hope for the future. Let us therefore 'thank God and take courage,' look hopefully forward, and trust that the time and labour bestowed upon the all-important cause of education will prove, by its accelerated and accelerating development, to have been time and labour well and worthily bestowed.

XV. COUNTY OF DURHAM.

30. *John J. Tilley, Esquire, County Superintendent.*—I wish to express my sincere pleasure at the healthful and prosperous condition of this great branch of the public interests. And it is a subject of congratulation to every friend of education that our system of public instruction is accomplishing to a very considerable extent the great public purpose for which it was organized. The inhabitants of this county seem quite alive to the interests of education. As a proof of this, all the schools but five, have been kept open during the whole year, and seventy-eight out of the ninety-seven have been entirely free. I think the time has certainly arrived when all our schools should be made free by law, thus putting an end to the constant annual disputes which mar the peace and cordiality of action in many sections. The school-houses are generally comfortable and fairly supplied with maps and blackboards, though there are some painful exceptions in Cartwright, Manvers and Hope. Five new school-houses were built the past year, and several are to be built the present year. There has been an unusual scarcity of teachers for the present year, and consequently good, first-class teachers were earnestly sought for, and some schools in the back parts of the county, that had been in the habit of paying less than fifty pounds to a female teacher, were willing to give one hundred pounds to a first-class male teacher of experience, but were unable to obtain such a one. This is certainly an improvement, and it is pleasing to see the increased value that is being placed on the ser-

vices of a superior teacher, and the increasing desire to obtain such a one. I took particular pains in my visiting tour last fall to ascertain which teachers wished to change their schools, and what schools would be vacant at the end of the year, and then requested the trustees to apply to me for a teacher, or to consult me before engaging one. The proffered assistance was kindly received. I have been applied to in many cases of changes of teachers, and my advice has been generally acted upon. I intend to give particular attention to this subject, and hope to accomplish much by securing the best teachers for the best schools, and by getting the right men in the right place. In my visits to the schools, I have been much pleased with the good order maintained, but am surprised to find so few schools in which proper provision is made for cultivating a taste for choice reading. Only a very few have made an attempt to lay the foundation of a Common School Library. I shall continue to urge upon the people the importance of this subject, and also the general introduction of merit cards and prizes as an incentive to punctuality, order, and increased diligence. I find that wherever introduced, the merit cards supplied by the Department are accomplishing the very best results, and give satisfaction to all; and where a zealous teacher exerts himself, they can and will be introduced into nearly every school. With regard to the inspection of our schools, I feel assured that much more would be accomplished, if it had a direct bearing upon the school and the teacher. At the usual half-yearly examination of the school by the Superintendent, but few persons attend—sometimes none, and the results of the inspection of the school, by one competent to judge of the teaching and discipline maintained, are not generally known. If the Superintendent were to furnish a statement of the status of each school, together with the condition of the schoolroom, furniture, school requisites, &c., and each township or county were to print such report for general circulation, there can be no doubt but that the inspection of the schools would be much more useful than it now is. The training of teachers is a subject which demands the attention of every true friend of education, and it is to this, more than to anything else, that I look for improvement in our Common Schools. Those who devote themselves to the education of the youth should receive thorough and uniform training in the *art* of teaching, which would afterwards introduce into our schools a greater degree of uniformity, and thus facilitate the progress of the pupils, and also lessen the loss of time to a school by the change of teachers, in doing away with the endless variety in the manner of teaching by persons who have received no proper preparation for the profession which they have chosen. In visiting the schools under my charge, I have been forcibly struck with the difference between the teachers trained in the Normal School, and those not so trained, and in my first visit to a school, after an observation of a few minutes, without asking a question, I have been enabled, in nearly every instance, to determine correctly whether the teacher had attended the Normal School or not. There is an ease and system in the work of those persons trained in that institution which is not commonly met with in others, and I also find that the revised programme of studies is most carefully observed in those schools in which Normal teachers are engaged. Nor can this be wondered at. Let me cite a case of every day occurrence. A young person attends a country school, conducted perhaps by a very ordinary teacher; he comes before the County Board, and by a hard struggle obtains a second-class certificate of a low grade; the next step is that this person, without any training in the art of teaching, without any regular system of classifying or governing a school, has full control of the education of fifty children. He may become a good teacher in time, just as a person setting out in the practice of medicine, without a proper training, may, by observation and study, become a successful physician, but I fear the experiment would be painful to many. And I feel assured that our school system can never fully accomplish the great work before it, until every person licensed to teach has not only received the necessary scholastic education, but has also received a thorough training in the best methods of teaching, and has given satisfactory evidence of his ability to *teach* and *govern* a school.

XVI. COUNTY OF PETERBOROUGH.

31. *The Reverend Frederick Burt, Galway, Snowden, Minden, Dysart, Lutterworth, &c.*—There are sixteen schools in working order under my supervision, and within three months that number will be increased to twenty; shewing that there is more work silently going

on, and that cannot always be reported. In one of these new sections the trustees are quite proud of their new school-house; in another they have ventured to purchase a house at a cost of from \$70 to \$90, so as to commence the work of education directly—this is progress. In the several sections reported of last year as having furnished maps, I can now add two more, in one of these the people are few and struggling with poverty, so I see here progress through *love* of knowledge. One other poor section has been enlarged, and two other new ones formed, so to operate immediately; whilst two others failed for the present through the “first meeting” falling through from lack of attendance of the ratepayers; this just shews the locality is scarcely ready for even preparatory work. A drawback to true progress is the fact that in three sections the attendance has been very low and bad. This is partly attributable to dislike of the teacher, but also to a sullen carelessness in parents. But I can set against this as many more sections where there has been quite a notable brightening up, so that the good work, whose mainspring is the Education Office, is really going forward. The good of *law* and of government superintendence as proper *aids* in battling successfully against local evils and obstacles to education, is daily to me, back here, most apparent; and through those aids the people are being educated. That excellent paper, the *Journal of Education*, is much prized by trustees and teachers; but during this year it has not been received regularly. Whose fault is it? Does the office mail a copy to every section whose post office is reported by the Local Superintendent? The paper is too valuable to be used improperly or missed. I mail about eight copies per month to any new section or any that may be not more than a year in existence. The new series of readers have been eagerly sought for and obtained in all my schools. In two schools, tablet lessons are regularly given, and I am glad, for information imparted thus must assume a solid nature. Of libraries, I can say but a word, we have done but little, and only two school libraries and two of Sunday-schools exist. A good library went to loss a few years ago in one place and disheartened the people. In the matter of prize books, my report must be as dull. Since the absence of Hon. B. Flint from our county none have been given. Our sections are too young and too poor to purchase for themselves. Free grants would remedy this dead stop; but there is a feeling of a loss sustained through no prizes being distributed, hence they were valued. The questions put to teachers at their examinations are all printed and are pretty high in standard; but raise the attainments of the teachers by all means. Trustees ask for it. May we be able to pay for it. There has been quite a dearth of teachers for the last two years. Success attend the God-like work of education!

XVI. COUNTY OF VICTORIA.

32. *Nelson Heaslip, Esquire, Bexley.*—The cause of education in this township, although presenting no marked features of progress, is evidently advancing. The schools under my superintendence are all free, and I believe it would be wise for the Legislature to enforce the adoption of the Free School System. The revised programme is adopted by the Board of Public Instruction for the county; the questions are printed and valued, the answers returned in writing, and a new set of questions selected at each meeting of the Board.

The non-attendance of some children in this township is not to be attributed to indifference of parents altogether, but the very considerable distance some families live from the school. The School System is working admirably, producing great and beneficial effects. At the same time some few corrections might be made, but I have grave doubts as to the benefits contemplated in the substitution of County for Local Superintendents. I believe the plan would be less effective, as nearly all the clergy and other leading literary men of weight and character in the community would be excluded, and the highly beneficial influence they exert over the common education of the country cease. A whole county would require a man's whole time, which would render it impossible for many of the most competent literary men to fill the office, as they would be engaged in other important callings, whereas they might be Local Superintendents without any injury to those callings. In not a few cases the proposed County Superintendents would be men inferior to a great many members of the present Board, as they would be men whom a mere knowledge of letters would recommend to the office. The objection, that Local Superintendents are often appointed from political motives is, I believe, unfounded, and, were it so, the same

objection would be applicable in selecting County Superintendents. Most of the objections urged against the present mode of superintendence could be obviated by the Board of Public Instruction prescribing certain literary attainments for the officials. Prizes have been distributed in two of our schools with beneficial results, having the effect of increasing the general attendance and stimulating the pupils to a more vigorous exertion than can be obtained from them by any other means.

33. *The Reverend B. S. Hoskins, Fenelon.*—The interests of education in the Township of Fenelon, as far as I can ascertain, are advancing. During the past year a new brick school-house has been built in section No. 3, at the village of Fenelon Falls, as the report will shew, at a very considerable expense; it was an evident necessity, the utmost capacities of the former school-house were beneath the wants of the numbers of children wishing to attend school, time and use had rendered it otherwise unsuitable. The increase of the juvenile population has been duly considered in the new edifice; it has two main apartments, each of which is large enough to contain the male and female scholars of the section, and to fully occupy the time and attention of one teacher. The trustees also concluded upon the increase of teachers, and the engagement of a superior grade. I am happy to report that, notwithstanding the seriously augmented expenditure thereby occasioned, the policy has been approved of by the section at large; indeed, the character of the semi-annual examinations, the improved and observed manners of the pupils at their homes, and even upon the public streets, as one of the observant parents remarked, was a sufficient proof of its correctness. One of the newly engaged teachers was from the Normal School, accepted as a fair sample of all graduates from that Institution, the superiority of such above all others is an unanswerable fact, if exception be made, nothing beneath Grammar School advantages can be allowed. I very much regret that the policy was not of the same kind in the other sections. The mistakes and deficiencies of some other teachers at least, are shewn at the examination of every class; this is held to be a great calamity. The subsequent life of such pupils will shew them to be indelibly marked, in such a manner as would be prejudicial to their best standing; surely the interests of friends or of trustees are sometimes saved at a very high price. In section No. 10, a school-house has also been built; as to numbers and improvements this section is but small, "a lodge in the wilderness" is somewhat expressive, through resemblance. I was pleased to find the edifice comfortable and tolerably furnished with school apparatus. Some older and much wealthier sections have teachers inferior to the one labouring here, and one with four times the measure of daily attendance, very much inferior school accommodations. As a whole, the township is very deficient in maps and libraries. With one or two exceptions, the schools are free. The authorized books are generally used. The revised programme for County Board Examinations is exclusively observed; examination papers are printed. The examiners do not, however, confine themselves to the printed papers, but orally, or on the blackboard put questions to the candidates for certificates; the raised standard has made a corresponding number of applicants to be unsuccessful.

34. *The Reverend B. S. Hoskins, Somerville.*—Of the schools in the Township of Somerville, I have to report that, with but one exception, they are free. The attendance is particularly gratifying, when the state of the roads and circumstances of the parents are considered. Some of the teachers, at least, are of the right stamp—a visit to the schools of such is both a pleasure and an advantage. The difficulty lies generally in prevailing with trustees to engage a good teacher at the first; few fail to perceive the great advantages where a fair trial is made, and act afterwards accordingly. I suspect the correctness of employing an inferior teacher, even as a pioneer; so far as the fabric is reared, rubbish and suitable materials are alike employed; to separate and remove the former is a protracted and painful task, equivalent to the work and worth of good acquired. The disadvantage of incompetent trustees is greatly felt here. The correspondence connected with trustee's orders for teachers on the Treasurer, for the last (past) year, is not less than twice, if not thrice, what it should have been. The semi-annual and annual reports have been incomplete and incorrect in almost every case. It is but just, however, to remark, every thing here may be said to be but in the infancy of being; settlers are few, improvements small, means very scarce, and roads at certain seasons nearly impassable. There is a great want of the aids to successful teaching in maps, libraries, prizes, &c. I have once and again sympathized with the poor female teachers, whose schoolrooms have

been windowless, or bedroom and schoolroom by tufts, and again, whose bedroom, dining-room and study have been compressed within the limits of a ground floor, jointly occupied with parents and children. The capacity to endure such hardships, patiently accompanied with untiring application to studies, is surely a gem of future greatness.

35. *The Reverend Walter Wright, Macaulay, Ryde, and Stephenson.*—We have only had four schools in operation out of the ten sections, and none of these had anything about them particularly calling for remark. In the case of non-attendants at any of these schools, I believe the cause of their absence would be found to be the indifference of the parents. In two of the schools in operation, viz., No. 3, Draper, and No. 1, Stephenson, there was diligent attention paid to religious instruction; but as to what the regulations are, on this matter, neither trustees nor teachers know, for they have no School Manuals, but one, in the settlement, I believe. The want of the School Act has proved a very serious drawback. The teachers examined by me (according to the appointment of the County Council) were examined faithfully, and to the best of my judgment, without reference to any given programme, as none such was supplied to me. There is no library connected with any of these schools, and no distribution of prizes. In regard to the *Journal of Education*, there have been hardly any copies received, probably two or three during the past year. This has caused considerable murmuring, as if the people here were neglected. I do think it would give a considerable impulse to education in this settlement if it were regularly sent. In all of the sections, excepting No. 4, Stephenson, there appears to be some action in school matters. I may mention that in several of these, the erection of school-houses is contemplated. For No. 1, Draper, we have secured a grant from Government of two half acre village lots, for a school site, through my personal application to Mr. Richards. It is intended that a school-house shall be built on it during the coming summer. Also in No. 2, Draper, and No. 2, Stephenson, they intend to erect school-houses as soon as the work can be done.

XVII. COUNTY OF ONTARIO.

36. *The Reverend R. H. Thornton, D.D., Whitby East.*—The programme, issued by the Council of Public Instruction, has always been carefully observed by the Ontario County Board. Our questions are printed and carefully valued, and our form of certificate presents on its margins all the subjects in the programme, and the total valuation attached by the Board, and the actual attainment of the teacher at the examination upon each branch. We have no library since the division of Whitby into two townships. Prizes have not been given in many instances during the past year, but the general opinion in the sections is nevertheless favourable to them, and their influence is considered good. In this I thoroughly concur, and I should like to see them given at least once a year in each section. No unfavourable influence from them have I witnessed, nor have I been able to obtain from either the trustees or teachers any evidence of this, but the contrary. In regard to religious instruction, I am not aware of anything in connection with the schools which deserves the name. A few teachers use the 'Form of Prayer,' and read a portion of Scripture at the close. I have not been able to gather any results. The attendance of those within the school age in the respective sections decidedly improves, but few of the trustees will be at pains to ascertain the cause of absence. In Section No. 1, a few reported as not attending are taught at home by the teacher. It is a special case. Only one school was not free last year. It is probable the rate-bill will not be tried in it again. They were not gratified with the result, and it is made free for 1869.

37. *The Reverend James Douglas, Uzbridge.*—There are but few children in the township who do not attend school for some part of the year at least. The main difficulty that presents itself in most sections is irregularity in attendance. This goes far to damp the spirits, and cripple the energies of our teachers. It prevents the desired proficiency from being attained. The only reason that can be given for this is the poverty of a considerable portion of the township, and a supposed necessity for their assistance at home in the busy seasons. The free system of education prevails in the township. One substantial frame school-house has been erected, and another enlarged during the year. The revised programme of county examinations is carefully observed, the questions are printed and strictly valued. We are pleased to mark improvement in the papers of the candidates at the last examination. We have but one School Section Library worthy the name. It is

in good order, and well patronized. There is a lack of interest in educational matters throughout the township generally, and great difficulty is experienced in getting out parents to public examinations, and also to lectures on education.

38. *The Reverend Jas. C. Wilson, Thorah.*—The people in this township take a lively interest in education. A few, from want of feeling the importance of giving their children a good education, have neglected to send them to school, but they are only exceptions. Some of the sections have given prizes during the year, which have had a good effect. I have given one prize in each school to the best reader, which has been attended with good results. The regulations respecting "religious instruction" are carefully attended to, and the result is most satisfactory. The teachers in this township all hold first-class certificates from the County Board. They are examined according to the proper programme, and the questions are printed. We have a Township Library, but we have no libraries belonging to any particular section.

XVIII. COUNTY OF YORK.

39. *The Reverend James Brooks, Etobicoke.*—As regards the state of the schools in the Township of Etobicoke, under my charge, I cannot speak particularly of any prosperity beyond that of the previous year. I am pleased that they are conducted as well as they are. It is much in advance of past years. There are a few children that do not attend any school; I cannot state the cause. The regulations with regard to the 'Religious Instruction' of the children, is in a measure attended to. In my public lectures I have urged upon the attention of the teachers that for the time the children are under their charge the whole child and all its interests, were intrusted to them. The examination questions are printed. In several sections much carelessness and indifference exist as regards the Public Library, and the books are not as generally covered as they ought to be. I shall endeavour to urge attention upon the trustees and teachers in this matter. Prizes are distributed in more than half of the schools, and I think the end aimed at is in some measure attained.

XIX. COUNTY OF SIMCOE.

40. *The Reverend Jacob Poole, Innisfil.*—Innisfil is one of the foremost townships in adopting the free system in support of the schools, and they have at present a class of active and well qualified men employed as teachers, as far as education in itself is considered, but any teacher who is lacking in a knowledge of human nature, and its various workings in children, is defective in an essential point. One man, with only an ordinary education, understanding the varied capacities of the pupils under his care, will do more to advance their education, than one who may be much more farther advanced in science, and have a more thorough knowledge of every branch required to be taught in the schools, with a great lack in knowledge of human nature. Few men were better adapted to enter the very soul of children than Dr. Watts, as his selections of children's hymns abundantly prove. The schools are well attended, and order is observed by the teachers. I regret one thing, that the trustees are not more ambitious in availing themselves of the great privilege held forth by the Chief Superintendent, in offering prize books at 50 per cent. under value, as they have a direct tendency to excite the children to a love of reading. I consider the books to be of the very best quality, and the trustees should take greater interest in the children's future welfare, than they do in general. I think the present system of school organization is working well, and may work better in a comparatively new country like ours, than with the proposed changes.

41. *The Reverend Richard H. Harris, B.A., Medonte.*—I have received reports from six schools under my direct superintendence. In one of these, "negligence of parents;" in two, "neglect" (I suppose of parents); and in two, "distance," has been the alleged causes of the non-attendance of children at the schools. To the best of my belief, the general regulations in regard to religious instruction are followed, and with the usual results. My firm conviction is, and I do not say it from a narrow or illiberal spirit, holding as I do evangelical views, that distinct religious, not merely moral instruction, is one of the necessities of the age, and this in connection with our Common Schools, is practically impossible, while the clergyman is not allowed to impart religious instruction to the children of our schools until after 4 p.m. The County (Simcoe) Board of Instruction has

a *written* series of questions, but I think it is not the "revised programme." There are no Common School Libraries in this township. In consequence of the poverty of the people, and ruggedness of the county, of which a large area is not under cultivation, this desideratum has not yet been obtained. I am satisfied that the distribution of prizes at the public examination in our schools, acts as a wholesome stimulant to exertion, and lends an interest and charm to the otherwise monotonous routine of every day school life. I speak this from experience, having taught Academies and Grammar Schools for many years, both in the old country and Canada.

42. *The Reverend Jas. Ferguson, Oro.*—All the schools in the township of Oro were in operation during the whole year, with the exception of one, which was open for six months only. They were all taught by able teachers, holding either first or second class certificates, and with salaries slightly increased. The number of children not attending school, though decreasing, is still too large—according to the trustees' reports, 339 out of 1418—over 25 per cent. Distance from school is given as the chief cause. The schools that have enjoyed the services of efficient teachers for two or three years unchanged are in advance of all others in general prosperity. Instruction in military drill is now given in five or six of the schools. Twelve Sabbath Schools are at work, attended by over 500 scholars, and taught by about 50 teachers. Singing is much cultivated in them, and merit cards are distributed with the happiest results.

43. *Alex. Hislop, Esquire, Sunnidale.*—The general regulations respecting religious instruction are observed with good results. Revised programme used, *written* questions—(until lately, printed ones were adopted). There was a Township Library got from the Department in 1862 or so—the selection was not judiciously made, there being too many large works on agriculture, &c.; still it had a good effect in the township. Lately, the library being called in, most of the volumes were burned in the house of the Township Treasurer during the fire in August last. There is a feeling to have a new library got, avoiding the error in selecting the previous one. Only one school, viz., S. S. No. 5, gave prizes during the late year. I experienced great pleasure in observing the animated effect on parents and children during the examination. The sum of \$20 has been set apart by the Township Council to purchase books for prizes for a public competitive examination of the schools in the township, to be held on 23rd of February.

44. *The Reverend A. MacLennan, Tossanontio.*—As usual, it must be stated that the most common causes of non-attendance are distance, poverty, ignorance, intemperance, and indifference—that the general regulations in regard to "Religious Instruction" are not followed—that the "revised programme" for County Board Examinations are observed, and the examination questions printed—that we have not even one library, and that the distribution of prizes continues to exert a wide-spreading and beneficial influence. It has been the means of a more regular and punctual attendance, and greater diligence on the part of pupils, of additional faithfulness on the part of teachers, and of awakening parents to a better sense of their duties. There is still room for improvements, which cannot possibly be filled up till we have County Superintendents, compulsory education, and at least some more of the "proposed changes," which, it is to be hoped, will be effected within a very short period.

XX. COUNTY OF HALTON.

45. *The Reverend Robert Ewing, Esquising.*—All the schools in this Municipality have been in efficient operation during the year 1868 (with the exception of one or two, where inexperienced teachers were employed), most of them particularly so. The teachers, on the whole, are very well qualified for their situations. The Board of Public Instruction for the County of Halton has been making strenuous efforts to raise the standard of qualification, and has now succeeded in sending out a large number holding first-class certificates. And none others would be employed, but for the fact that some trustees—through a false economy—will employ those with inferior qualifications, because their services can be secured for a smaller sum. To prevent this—as far as possible—in examining teachers, between the meetings of the County Board, I use the printed programme, and endeavour to make the test the same as if they appeared at the County Board. One excellent brick school-house was erected during the year, and another is in the course of erection, so that it may now be said that almost every section in the town-

ship has a first-class school-house. There is still a good deal of reason to complain of "irregularity of attendance," which in most cases arises from the common cause, "indifference of parents." To this I have called special attention in my school lectures in every section, and not without good effect in some, though it is also to be regretted that in a few sections very little interest is taken, and few can be got to attend lectures or examinations. Still, upon the whole, the interest of the people in the cause of education is increasing, and the number studying the higher branches of a common school education is higher than formerly. The Holy Scriptures continue to be read in almost every section, and the knowledge of divine truth, thereby imparted to many, cannot fail to prove a very useful part of the instruction they are receiving.

46. *Daniel McLeod, Esquire, Nelson.*—At my ordinary visits to the schools in Nelson throughout the past year, I found them generally in an efficient and prosperous condition. Excepting one, which was closed three months last winter, and another that underwent repairs for two months, they have all been in active operation. Most of the teachers seem to be pretty well fitted for their office. Some are an honour to their profession, who possess, in an eminent degree, the faculty or power of communicating instruction, imparting knowledge, and preserving order amongst their pupils. Four of them are from the Normal School, the rest have County Board certificates of first and second class. Said Board requires a high standard of qualification, and conducts the examinations with printed questions, according to the revised programme. I attended a number of interesting public examinations, the exercises were generally conducted with great fidelity, the classes were so critically examined as thoroughly to test their capabilities and acquirements, and reflected great credit on both teachers and scholars. At six or seven of them, prizes were distributed; in one school (No. 10), upwards of \$60 worth, and in all cases with a marked and highly beneficial influence. In every school, as soon as it is known that prizes will be awarded to those who will merit them, a laudable emulation is excited—there is a general striving to excel. The books, too, that are thus circulated and read, have a healthy moral tendency, and cannot fail to elevate and improve the minds of those who read them. In the course of the day, where prizes are given, a lunch or picnic is provided for pupils and spectators, as well as school officers, and at the close, all seem to retire well pleased with the proceedings. The Free School System is making way slowly but steadily against all opposition. In 1866, we had 3 Free Schools; in 1867, we had 4; and in 1868, there were 5, wholly supported by the property tax. As an indication of progress, there is an improvement in some one or more of the school-houses, or their furniture every year. Last year, an elegantly designed and commodious school-house was built in No. 12, and supplied with maps and school requisites. This year, in No. 11, an addition as expensive as the school-house has been put up, and fitted for a second school-room, as one teacher was found insufficient for the wants of the section. Eight other schools during 1868 have been provided to a greater or less extent with new maps or apparatus. The school-houses, with their sites, are valued at \$9450, the maps, apparatus, and school furniture at \$571, or additional. It is a cause of regret that there is no Common School Library in the township; gladly would I co-operate in establishing one in every section. Twelve Sunday School Libraries are reported containing 2502 volumes. It is worthy of remark that in this year's report, those teachers, who open and close their schools with prayer, observe the General Regulations in regard to religious instruction, and where their deportment corresponds with this practice, as I have reason to believe it does in the cases given, it must exert a salutary influence on the minds of the young. The causes of non-attendance of children at school may be variously stated as distance from school-house, want of suitable clothing, poverty of parents, requiring the labour or earnings of their children, but the chief causes given are indifference of parents, and where there is no Free School, the rate-bill.

47. *The Reverend John Wilson, Trafalgar.*—The cause of non-attendance of some children is the indifference of their parents—this will be overcome by the *compulsory measure* joined to *free school*. "The revised programme for County Board Examinations" is adopted, and the questions are printed. Religious instructions are observed generally, and with good results. I think the distribution of prizes has not had a beneficial tendency. I would just say, in conclusion, that the great want of this Municipality educationally is—1. Better school-houses, furniture, and apparatus; 2. Better teachers, and of course increased

salaries; 3. A deeper interest by the people in school matters, and then this old settled and wealthy township will take its place among the foremost.

48. *The Reverend John Porteous, Beverley.*—There are no particulars to notice, unless I call your attention to the fact of all the schools being kept open for twelve months during last year. This is the first time they were so reported. The School Section, No. 15, have built themselves a handsome stone school-house last year, and are now occupying it.

XXI. COUNTY OF WENTWORTH.

49. *The Reverend Alexander Maclean, M.A., Flamboro', West.*—The causes of non-attendance at school spring from one prolific root—*Intemperance*. Almost invariably the absentees are such, through that bane of Canada, and of humanity. I am happy to think that Legislative action to coerce attendance at school, will demand also Legislative action to abate the nuisance which pauperises so many families in every community. Drink, dirt, laziness, poverty, and vanity cheat many a bright-minded child of its opportunity of reaching an inheritance of mental worth greater than wealth. I know of no denominational religious instructions being imparted to the schools in terms of the Act, except in the Separate School. The school authorities do not generally perceive the importance of a full return of all of school age in each section, and hence, while our school population has greatly increased, and with better attendance at school, we receive less money from the Legislature than when our schools were not so flourishing as now. One school-house, Section No. 2, was consumed by fire under mysterious circumstances, but the insurance (\$400) built another, which is now occupied. Great improvements have been made during the year in school accommodation. An elegant brick building has been erected at Mill Grove. An addition has been made, with extensive repairs, at Greenville. Nos. 10 and 8 have excellent stone school-houses. Nos. 4 and 5 have assistants' rooms. Indeed, we have now almost complete riddance of crazy, creaking, barn-like school-houses. I am sorry to think that only two Public School Libraries bless the township; their influence has not been reported to me; indeed, the lessons in the schools, the public papers, and the current popular literature, leave little time and less taste for the cultivation of the substantial and the useful. Prizes seem not to have a useful tendency in the schools, unless they are given for both mental and moral merit and proficiency. The competitive examination last year gave an impetus to the youthful mind. We have a large number of excellent readers, spellers, writers, and arithmeticians; indeed, in two of the schools, the greatest speed and correctness in calculation has been attained, through the perseverance of the teachers. The general progress is very encouraging, and a higher tone of morals seems to pervade the schools, and I am convinced that the results are worth all the care and pains bestowed. I find matters working so well in this township (Flamborough West) that I fear the great and radical changes which are contemplated, will not be to better education amongst us, especially where the changes will take out of the hands of the residents the right, officially, to manage their own affairs, and to appoint their own responsible officers to do the work assigned them. Take the oversight of school matters from the people, and you overthrow your educational monument.*

50. *The Reverend George Cheyne, M.A., Saltfleet and Binbrooke.*—The schools have been in successful operation during the past year. In the township of Binbrooke, as will be seen from the report, they have been kept up within a small portion of the whole year, and in Saltfleet very nearly 11½ months. In Binbrooke, most of the teachers have been employed from four to seven years in the same sections, and in some cases in Saltfleet four or five years. There is no great disposition to change teachers, where they are doing their duty, prudently and efficiently, and when this is not the case, the sooner they are changed the better for the good of the schools and scholars. While the requisite qualifications are necessary, mere attainments do not make the successful teacher. I have been Local Superintendent of Schools in this locality for upwards of twenty years, and have much pleasure in bearing testimony to their credit, that I have never had the least difficulty, either with trustees or people. There have been very few cases of arbitration, and these

* No such changes as are here apprehended have been contemplated. The author of the School System is the last one to desire its subversion, or to suggest anything more than to remedy its defects and to strengthen its weakest parts.—*Chief Superintendent.*

were easily settled. Great progress has been made in the cause of education, and improvement in school-houses, and the qualifications of teachers. The people are, in general, not indifferent to the cause of education. The number reported not attending school is much decreased, and they are principally composed, either of the very young, or those who have already received a pretty good education. I hope the time will soon come when, in every Common School, the teacher will be able to teach the classics, which would greatly increase the number of those who would seek a collegiate education. Though parents would not, and perhaps could not afford to send their sons from home to prepare for college, they might do so if the opportunity were afforded in the neighbourhood. It is this which, in Scotland, has enabled so many young men to get a University education. I am sorry to say that one of our most efficient teachers, Mr. George Johnson, who has taught successfully for two years in School Section No. 2, Binbrooke, has retired from the vocation of teaching. Prizes, so far as I have been able to ascertain, when judiciously distributed, have been productive of a good influence, in promoting regularity in attendance and diligence in study. Recitations have been practised in some schools with success and advantage to the scholars, and are to be recommended, when too much time is not devoted to them, to the neglect of more important studies. I find the young people take a great interest in them, and they are, no doubt, beneficial as a training for public speaking. School section libraries do not seem to be valued as they ought, but we must bear in mind that every Sabbath School or congregation is supplied with useful and profitable books for reading, and, therefore, there is not so much need of school section libraries. Still these might contain books of important information, that would not find a place in a congregational or Sabbath school library. Upon the whole there is much cause for gratitude, on account of the rapid and substantial progress which the country is making in education, which cannot fail, with the blessing of God, to produce increased intelligence and enterprise of the people, which will result in the prosperity and stability of the Dominion of Canada. Under the Free School system, which almost all are beginning to appreciate, every child has the opportunity of acquiring such knowledge as will fit him for the discharge of the duties in that station in which an all-wise, gracious, and over-ruling Providence may place him.

XXII. COUNTY OF BRANT.

51. *The Reverend William Beattie, Brantford.*—The schools in this township (Brantford) have maintained their position as to efficiency during the past year, and there has apparently been an earnest desire on the part of the teachers that their pupils should profit by the educational privileges within their reach. There is still a general complaint as to irregularity of attendance, which I fear will only be remedied by enlightening the parents on the importance of having their children educated in those branches taught in Common Schools. The children in many such cases are more sinned against than criminal, for carelessness on the part of parents is the general reason given for non-attendance at school—irregularity and non-attendance are twin sisters of the same parent, but I presume they require different treatment to effect their removal. The general regulations regarding religious instruction are reported as follows, but from what I have seen, I much fear there is more formality than duty or privilege in them. The daily reading of the word of God—even though a large number be apparently careless—cannot but have a beneficial influence, and the portions thus read may, in after life, be recalled with the most devout gratitude. Of course, the revised programme for the County Board Examinations is observed. All the questions are printed, and the answers of *eight* out of the eleven different subjects are in writing. There are few “Public School Libraries” in this township. There can scarcely be a more healthful and important agency than a well-selected library, but when such libraries are only a collection of ill-written histories, pretended memoirs, and the productions of self-conceited men, calling themselves “Lecturers on Science and Philosophy,” I am pretty sure their want is a gain to the section. Where the works of the wisest and best of our race are found, it cannot fail that those who hold intercourse with them will be more diligent and efficient in the discharge of their duty. The subject of prizes is somewhat delicate, in consequence of its being so difficult to convince those who fail in receiving prizes that the distribution is just. There are those in almost every school, who stand out from the rest, and are universally acknowledged as deserving of a prize, but there are

a few so very near each other in attainment, that it is felt to be invidious to give one and not the others. Prizes judiciously awarded will necessarily be a stimulus, but many teachers find a difficulty as to the best principle on which they should be awarded.

52. *The Reverend John Armour, Burford.*—*Cause of Non-attendance of Children at School.*—The general answer given by trustees is the carelessness or negligence of parents—a terrible culpability. One reply is that they are needed at home. Among our farming population, as soon as a child becomes old enough to do anything, he is taken from school with a half-finished Common School education to assist his parents. *General Regulations in regard to Religious Instructions.*—There is no systematic effort put forth by the clergymen of this township. Occasionally, one visits his sectional school and delivers an address, but no regular system has as yet been adopted. This township is, however, well studded with Sunday Schools. *The Programme for County Board Examinations* is observed, and the examination questions are printed. The books are reported covered, labelled, &c. The library exerts a good influence generally, and especially among parties who love reading. The distribution of prizes exerts a happy influence where they are properly distributed. It is a power in the hands of a prudent teacher.

53. *The Reverend John Wood, Oakland.*—The cause of the non-attendance of pupils at any school during the year is indifference of parents. The general regulations with regard to religious instruction are followed, and with the best results. The revised programme for County Board Examinations is followed, and the questions are printed. There are no school or public libraries in the township. The intention is to organize one in Section No. 2, as soon as possible. Their influence cannot be other than good. Prizes are distributed in all the schools, with the best possible results. They stimulate the pupils to extra exertion, and thereby increase their advancement.

XXIII. COUNTY OF LINCOLN.

54. *Eli Gregory, Esquire, Louth.*—I find that there is a great indifference shown by some parents with respect to the education of their children, but there are very few old enough to stand the walk who do not attend some school. The religious instructions are not very well followed, and with but little benefit. The revised programme for County Board Examinations is adhered to, and most of the questions are printed. The books were formerly labelled and covered, but they are getting worn out and neglected.

55. *The Reverend D. W. Misener, Niagara.*—The schools in the township are not as prosperous as desired. The great trouble seems to be irregular attendance. Quite a large number of children do not attend school, and the cause given in every instance was neglect. I think the compulsory system would be an advantage.

XXIV. COUNTY OF WELLAND.

56. *Alexander Reid, Esquire, Crowland.*—In transmitting my annual report for this Municipality for 1868, I feel pleased to refer to several things in connection therewith, viz.:—In regard to free schools, you will perceive that of eight schools in operation, seven were free, clearly evincing that the principle is commending itself to every reflective mind, but the compulsory method should be associated, making it obligatory upon parents to see that their children are educated—a duty as binding as to feed the child when hungry, or clothe him when naked. Also, in regard to the punctual payment of teachers, the only balance due on the 31st of December was \$39.34, and the sum paid during the 1868, \$1,309.82. The average length of time each school was kept open during the year is nine months and three days; this of itself is a good test of the progress being made in educational matters. I am happy to state that the number of children not attending any school is a small fraction of the whole, for while the number of children is 409, those not attending any school are but 23, showing that the public is beginning to appreciate the idea that a person without education must remain during life a “hewer of wood and drawer of water.” There is no religious instruction given in any of the schools. The revised programme is used for the Welland County Board of Examiners, and the examination questions are printed. However, there is one point to which I am sorry to refer—the entire absence of anything in the shape of a School Section Library. This is a duty entirely overlooked, and parents stand in their own light, for the terms which your Department

offer are liberal, and a well-assorted library is a necessary adjunct to the instructions imparted in school. Only two schools have awarded prizes during the year. I am not able from personal observation to state the influence exerted, but there is no doubt in my mind that when properly given, they are highly beneficial in stirring up a healthful emulation—just the thing required to reach the youthful mind in its researches after knowledge.

57. *The Reverend George Bell, Stamford.*—The only cause assigned for non-attendance is indifference of parents. This is cause of complaint from the irregularity of attendance on the part of some children who are enrolled; but there are very few children in the township who do not attend at all. The school-houses are not used for religious instruction; and although affirmative answers are given to your question, the subject is probably misunderstood. The revised programme is followed, and the questions used by the County Board (Welland) are principally printed, oral questioning being added, at the discretion of the examiners. The private school mentioned is the boarding school kept by the ladies of the Loretto Convent, but no information respecting it was obtained by the Trustees of the section. The school-house of Section No. 10 was burned last spring, and the new one, erected on the same site, was only finished a short time before the end of the year. The school has been kept open under serious disadvantages in the interval.

XXV. COUNTY OF HALDIMAND.

58. *Thomas C. Pinkett, Esquire, Canborough.*—With respect to the non-attendance of children at school, I am happy to say there are very few that have not attended. The cause of non-attendance is mostly indifference. In regard to religious instruction, it is not observed. The revised programme is observed, and questions printed. No public libraries. I cannot state the influence of prizes.

59. *The Reverend John Flood, Dunn, Moulton, and Sherbrooke.*—The number of children not attending any school is fewer than in former years; and the cause of there being some who are thus neglected is the indifference or perverseness of parents. The general regulations in regard to religious instruction are not followed, except in cases in which I attend to this duty myself. I hope the effect is good. The revised programme for County Board Examinations is observed, and the questions are printed. The books in the libraries are labelled and covered, and they have a good influence on the inhabitants.

60. *The Reverend A. Grant, Oneida.*—Regarding the non-attendance of children, parental neglect is the sole cause, and poverty has nothing to do with it. Next, with respect to religious training, in the best ordered schools in the township, it is very poorly attended to. The distribution of prizes exerts almost no influence at all, for the reason it is not done regularly, nor is it done by a regular system. Prizes are only obtained occasionally, and not annually, and then without sufficient time being given for a useful competition. They are distributed, and generally to avoid offence, given to as many families as possible. There are no libraries, consequently no influence exerted. The schools, on the whole, are in a prosperous state, but would afford improvement in the shape of a little more interest on the part of trustees.

XXVI. COUNTY OF NORFOLK.

61. *James Covernton, Esquire, Charlotteville.*—Notwithstanding the extensive lumbering operations in this township during the year 1868, and the unusual consequent demand upon the time of the older scholars, the schools for the past year have exhibited a slight increase over 1867, and all the schools were in effect free, although one levied the nominal rate-bill of five cents per scholar. Although the school reports do not exhibit very many cases, where children absent themselves entirely from school, yet the half-yearly returns show that many only attend for the briefest periods, and that where free schools were already virtually established, some steps of a coercive nature ought to be had recourse to, to force the careless or wilful to give a more steady attendance. The sentiment is now becoming almost universal here that compulsory attendance, under reasonable modifications, is only the necessary and fair sequence of Free Schools. It is also satisfactory to observe that the duration of the schools is gradually increasing, and that schools of only six months in the year are becoming rare. The results of such schools are always satisfactory. A more general appreciation of superior teachers is also becoming common; but an unwillingness to submit to change that thwarts the popular sentiment, or to concur in the withdrawal

of any popular right, even for the substitution of a less cumbrous mode, is generally felt and expressed. Jealousies and prejudice have been unduly appealed to, and the result is that doubt and hesitancy usurp, in very many cases, the general confidence that used to pervade all, as to the judiciousness of all educational progress formerly submitted to the people. No measures involving a direct or indirect renunciation of *popular control* are viewed with any degree of complacency; an apprehension of increased expense influences many, and enlists their resistance and opposition to changes of any kind of a material character; notwithstanding, the universal sentiment runs in favour of school improvement and superiority in school teachers. In a word, there is a desire for better schools (involving, of course, the employment of the best qualified teachers only), and an unwillingness that teachers of acknowledged superiority should participate in the increased remuneration that, the times we live in, enable skilled mechanics to dictate and obtain. A protection to teachers, by fixing a minimum of remuneration, has become a necessity, and is only a proper extension of the principle, long laid down and acted upon in the case of Local Superintendents. I have long felt it very desirable that some judicious efforts should be made to give more prominence and effect to the efforts made for elementary Scriptural instruction, and I think this could be effected without raising sectarian prejudices or opposition.

XXVII. COUNTY OF OXFORD. ●

62. *The Reverend W. H. Landon, Blenheim.*—I am sorry to say the School Libraries are scarcely used at all, nor can I account for the prevailing indifference on the subject. In all cases which have come under my own observation, the judicious distribution of prizes in the schools is attended with good results. On the whole, though susceptible of many improvements, the schools of the township are in a satisfactory state, and public opinion, in respect to them, is advancing in the right direction.

63. *The Reverend S. Belcher, Nissouri East.*—Educational matters in this township remain much in the same state as they have done for the last two or three years. I think, upon the whole, a fair amount of interest in the work is manifested by the inhabitants generally.

64. *The Reverend John Wilkinson, Norwich South.*—I am sorry I have so little of an encouraging character to report respecting progress in school matters, yet I believe the community is gradually becoming impressed with the value of education. Parents are taking a more lively interest in the education of their children, although it is evident that for some cause (whether it be *avarice* or *poverty*), too many are detained at home, much to the annoyance of the *teacher*, to say nothing of the loss experienced by the child. These things show the necessity for some compulsory law. I believe the community are waking up to a greater willingness to be taxed to pay competent teachers, which, of course, is one step in the right direction. I regret to state that the library question so little interests most of the schools. Although, on the whole, there may be advances in many respects, yet there is too much laxity on the part of the community in general to care how matters move respecting school affairs, especially in collecting to hear school lectures, or attend school examinations, or do business right. I hope better things for the future in respect to this township in all matters connected with the schools, and that we shall have better account to give of our stewardship, if spared, through the course of the coming year.

65. *R. A. Jones, Esquire, Oxford, West.*—It is very gratifying that in my first report to you, I can bear testimony to the rapid progress made by every school during the past year under my supervision. A few of them had been taught for several years by incompetent teachers—these have been dismissed, and in every instance efficient and experienced teachers have taken their place. Too much credit cannot be given to the various Boards of School Trustees for their wisdom and liberality in engaging and retaining teachers who stand high in their profession. I am pleased to report that the regulations regarding religious instruction are carried out in every school but one, and with very beneficial results. The revised programme for County Board Examination is carried out as far as the competency of its members will permit. I regret to have to report that we have no Public School Libraries in this intelligent and wealthy township. This loss is made up to a considerable extent by the children of nearly every school section having access to good Sabbath Schools, in each of which there are libraries. Much of the progress of the past year is the result of the distribution of prizes in each school. Few prizes had ever

been given in this township, with the exception of one school. I applied to the Township Council for funds, and they kindly granted a small sum, on condition that I would promise to be present in each school on the day of their distribution, which I have been able fully to carry out. I immediately called a meeting of the teachers, and they decided to keep a uniform system of daily merit and demerit of each pupil—these to be condensed in monthly reports, to be sent to their parents or guardians for their inspection and signature—these merits to form the basis for the distribution of prizes. This system was thoroughly carried out by our efficient teachers with unparalleled results—creating an interest in the minds of teachers, parents, and pupils previously unknown in many of our School Sections. The public examinations at the close of the year were held on successive days, giving me the privilege of attending each. They were largely attended, and the distribution of prizes on the above basis gave universal satisfaction to both pupils and parents. The prize books were very superior, being well bound, beautifully embellished, as well as universally cheap. I would return thanks to the Deputy Superintendent, Mr. Hodgins, for his great kindness in undertaking the selection of these books for us.

XXVII. COUNTY OF WELLINGTON.

66. *A. Dingwall Fordyce, Esquire, North Riding.*—There have been 101 schools in operation for the greater part of 1868, ten of which are Roman Catholic Separate Schools. They have, with few exceptions, been carried on with tolerable efficiency. The attendance has been larger than the previous year. The aggregate attendance for the first half year exceeded that of the corresponding half of 1867 by 53,913 days, and for the second half year, there was a like increase—60,389 days more than had been attended during the latter half of 1867. The additional number of scholars on the rolls for the year was 743—boys, 394; girls, 349. The Financial Reports, as a rule, are most commonly presented in a much more satisfactory shape than they used to be, although I do believe there are still a few, who represent things rather as they expect them to be, than as they really are—how this can ever occur, where there are auditors, I do not pretend to understand. Leaving out of the question the Roman Catholic Separate Schools, I find, of the other 91 schools, 75 report having the new series of reading books in use, one school has still the old books, and eight have both old and new. In four, the new series are used, with the old 5th Book in addition, which will probably be the case while some authorized summary of history remains unprovided. Three schools have omitted to answer the question in any form. Little has been done in increasing the number of Common School Libraries. Those in existence, I believe, have been in general use, and proving beneficial. I wish more of them were established; but a remark in one of the trustee's reports is deserving of notice for its singularity:—"The Library was shut during the year on account of books retained by the readers." Where prizes have been given, I believe they have been useful. By the reports, 44 schools would seem to have provided prizes for the scholars, and yet the expenditure only gives an outlay on this head of 33 schools—amounting in all to \$245. Four new school-houses have been erected during the year, all excellently contrived, and really good buildings—one in Section 13, Peel, of brick, valued at over \$1000—the other three in Maryborough, in Sections 6, 14, and 17—each valued at about \$600. I should also mention another new school-house belonging to Union Section with Wellesley—the old school-house was in Wellesley—the new one quite as good as the others mentioned is in Peel. In Section 5, Peel, there is good prospect, I feel happy to think, of a new school-house. Scarcely any where has one been more needed for some years past—a site has been selected, fenced in, and the building will be proceeded with next season. I am very glad to observe, by the query in the trustee's reports, that you have drawn attention to a grievance that has existed in many quarters, without any means being taken to remedy it—in providing outside accommodation that no school ought to be destitute of, whatever its situation may be. In the reports from 91 schools (the question not having a place in the forms for Roman Catholic Separate Schools), 54 report affirmatively, 28 negatively, and 9 have neglected to answer the question. I shall endeavour to find an opportunity to bring the matter yet further under notice of the trustees, and trust it will not be long till such a question becomes unnecessary. Regarding Sunday Schools, and the number of teachers and scholars in them, the information given is far from complete. However, it is the first time the matter has been introduced, the

libraries heretofore having alone been asked about. In the case of 27 sections, the query seems to have been overlooked, yet in several of these, to my knowledge, flourishing Sunday Schools are in operation, and in 14, so far as I can judge, the answer appears to be in the negative. The following is an abstract of the information where the returns are complete :—

In Amaranth.....	6	schools with 40 teachers—	350	scholars.
Arthur.....	4	" 17 "	90	"
Grarfraxa.....	6	" 19 "	220	"
Luther.....	3	" 10 "	97	"
Maryboro'	4	" 35 "	291	"
Minto.....	6	" 41 "	293	"
Nichol.....	5	" 41 "	315	"
Peel.....	8	" 68 "	497	"
Pilkington.....	4	" 37 "	270	"
	46	308	2423	

Respecting lectures by the Local Superintendent, I have simply to remark that I have transcribed what is given in the reports. The same remark I have had occasion formerly to make, may still be applicable regarding some of the reports—that a few words of advice to the scholars are sometimes regarded as a lecture. In others it is noted, that a printed lecture was circulated, and one report has this note—"Had any been delivered in the day time, most likely the teacher and scholars would have been the only audience—farmers don't leave their work to attend lectures." Be this as it may, strictly speaking, I did not deliver any lecture in 1868. Absence from home from the middle of August to the middle of October, threw my visiting later in the season than usual, and compelled me to use considerable despatch in order to accomplish it. This I got done, and provision having been made for the emergency, no interest suffered, I believe, by my absence. I have it in view, however, to prepare and circulate another lecture, as I did on some previous occasions. It may not be altogether out of place to mention that, although it is very possible that at the annual school meeting, the proposed alterations of the school law may have been discussed in many a section, the form provided by law generally prevents, in the account sent to the Local Superintendent, notice of more than one or two matters of routine. In only one case in the reports received was there any allusion to these changes. It was in these words—"The meeting unanimously condemned, as unjust and arbitrary, and contrary to the wishes and interests of a free people, for any Government to say what salary a teacher should receive,* that to change the present system of Trustees would be unwise, and that they they could not agree to keeping a teacher longer than the harmony and good feeling between him and the pupils were mutual." Coinciding myself, however, in the main, with most of the proposed changes, I would simply add here, that I should like to see some legal mode appointed for equalizing the school rate in Union Sections, and in preventing the difficulties that might arise out of the alterations of such sections, as made by Reeves and Local Superintendents. I should likewise desire some heavier penalty for failing to provide sufficient school accommodation, than merely withholding the Legislative School Grant. I do not think it would be any unjust interference with the liberties of a free people to withhold any share of the School Fund under such circumstances. Out of 101 schools reported (*ten*, as I have already said, being R. C. Separate Schools), 89 are opened or closed with prayer, and the Bible or Testament is read in 80.

XXIX. COUNTY OF GREY.

67. *Charles Gordon, Esquire, Derby and Keppel.*—I have come to the decided opinion that if there were Township Boards of Trustees, instead of School Section Trustees, the returns

* It has never been proposed to give the *Government* power to say what the salary of any teacher should be; all that has been proposed was that the representatives of the people in Parliament should declare what the *minimum* allowance of a *teacher* should be, as they have declared what the *minimum* allowance of a *Local Superintendent* should be. If the latter has never been considered an infringement upon the rights of County Councils, but has been found to be a useful regulation, the former cannot be considered an infringement of the right of Section Trustees, but must be regarded as a regulation helpful to the just and liberal, and only required by the unjust and mean.—*Chief Superintendent.*

would be more reliable ; many of the defects now appearing would, under Township Boards, be very nearly if not wholly avoided. In this district, the religious opinions of the pupils are not interfered with, which is so well understood by the supporters of the Separate Schools, that it is with difficulty the Separate Schools are kept open. I feel satisfied of that from my own observation in the Separate School in Sullivan, which is kept open six months in the year. I found the new series of reading books in the hands of several pupils, and on enquiry, found that when the Separate School was not in operation, the children were sent to the Common School. The books in the libraries are generally kept in a very creditable manner, and the influence is such that it is a wonder that every section has not a library. In visiting the schools, I have experienced that in those in which prizes are distributed there is always more life and energy displayed in the classes than in those in which there is no such stimulant, and in more than one instance, where the children had a hope of such distribution, the effect was plainly discernible. Upon the whole, the educational interests of this district are progressing favourably, many of the teachers displaying an energy and perseverance which is pleasing to behold ; on the other hand, a few are not what is desirable. In visiting the schools, I am pleased to be able to report that in only one did I find such slackness as to require special allusion to ; in that one case the employment was evidently for convenience sake, but the party is no longer engaged, and it is to be hoped the time will soon arrive when no such pretenders to the office of teacher will be found on the list. The reports show that a large number of children of school age do not attend any school. The teachers give various reasons, but the great reason seems to be distance from the school ; combined with badness of roads. In many localities, the expression road means only the allowance for road. There are now 58 schools in operation in this district, in which were employed, during the year 1868, ten first class, forty-three second class, and four third class teachers, and one not reported. Of these twenty-four are females, and thirty male teachers, and four not given in the reports.

XXX. COUNTY OF PERTH.

68. *William Rath, Esquire, Blanchard, Ellice, Fullarton, Hibbert and Logan.*—Taking an average for the years 1867 and 1868, the number of children reported as not attending any school is 493, being about nine per cent. of the total school population reported for these years. These returns are, however, not very reliable, as trustees very seldom go to the expense of taking a proper census, but estimate the numbers as best they can. On the whole, I am inclined to think the number is overrated in these returns. I believe that in 1854 this number amounted, according to the returns, to 25 per cent. of the school population as then reported. Generally the cause of non-attendance is reported to be "indifference of parents." The regulations as to religious instruction are in most of the schools carried out, and on the whole have a good effect. The new books are now almost exclusively used, and while it is conceded that they are more within the capacity of children, and consequently more likely to make good readers than the old ones, still many teachers part with the Irish National Readers with regret. I have become familiar with those chiefly used in the state of New York, and in the Western States, but in the mass of valuable information contained, I have seen none to compare with the Irish National Series. Perhaps one of their best features is the elaborate chain of Scripture history running through them, satisfying, as I think it did to a considerable extent, the general desire felt among parents that some kind of religious education should underlie the teaching in the Public Schools. These books were extensively read by parents as well as children, and have been the means of causing a great deal of history to be taught that would not have been taught without them. In this way they have done good service in their day, and I would recommend, that in future editions of the new Readers, more of the Scripture lessons be copied from the old ones, and also the chapters on roots, prefixes and affixes.* I find the effect of distributing prizes to be very beneficial, and seldom causes that dissatisfaction that formerly attended such distribution. In the majority of lectures, I have only been able to address the children, as few people will leave their employment to hear a lecture. I have, however, frequently met the people and addressed them at school soirees, receptions

* This suggestion has been anticipated by the preparation and publication of a little and most valuable book, entitled *Companion to the Readers*.—Chief Superintendent.

and examinations, and always found the results satisfactory. Lectures, to be of any use, must be practical and extempore, and not mere essays to be read. In this respect I fear a County Superintendent—though the creation of such an officer is a move in the right direction—will labour at a disadvantage, as he will not be able to be everywhere at once, at the season when examination soirees, &c., are held, and will thus lose his best chance of meeting the people. I must again bear testimony to the efficiency of the Perth County Board of Public Instruction, whose members are all educated and professional men, some of whom have been connected with it continuously from its first organization up to the present time. On the whole, I can report favourably on the progress of education here. As I have resigned the inspection of the schools here, I shall probably have no further official correspondence with your Department, over which you have presided so many years, and have administered so efficiently. May I express the hope that you may yet be spared many years to promote the cause of education in Ontario.

XXXI. COUNTY OF HURON.

69. *A. Worthington, Esquire, M.D., Howick.*—Non-attendance in this new county is in most cases caused by distance from the school-house—some cases occur where indifference is the true reason. The general regulations, in regard to religious instruction, are very well observed throughout the township. In two or three instances, the schools are neither opened nor closed with prayer. The result of the rules, when observed, is uniformly good. The revised programme is thoroughly observed, and the examination questions are prepared at each previous meeting of the County Board, submitted and printed for the succeeding examination, which is very thorough; but nothing of this kind is observed in the Common Schools under my jurisdiction. Libraries in the School Sections are almost useless, little or no attention being paid to, or interest taken in them, and the influence exerted is necessarily very small. When there has been a very general distribution of prizes through the school, so that most of the pupils get something, the result has been satisfactory, and the influences have been in the right direction. The school-houses in this township are mostly log (and not ventilated, except between the logs), and the seating badly arranged—in fact, there is not a comfortable school-house in the township. The means provided for teachers are altogether insufficient. In one instance, where a first-class teacher is employed, there is but one map of Ontario, and neither globes, school apparatus, geometrical forms, nor tablet lessons. Most of the schools are provided with nearly all the different maps, but nothing more. Classifying is generally very seldom. The methods of instruction are usually simultaneous or individual. I find very few who can read with facility. Many of the teachers are indifferent readers, and there seems to me to be an entire want of appreciation of good reading, except with a very few teachers. Writing in mostly all instances is well taught. Arithmetic is badly taught. I have not seen a class sent to the blackboard. This is probably on account of the teachers not having been properly trained. In Grammar, not much is done. Analysis is just beginning to be adopted by some of the teachers, but *Lennie reigns*. There is not that attention paid to spelling that there should be, chiefly for want of proper books, spelling books not being used in many schools, words being usually given out of the reading lessons. Sullivan's Superseded Spelling Book is used in one or two schools. The teachers find it difficult to get parents to provide the necessary books in some cases. While on the subject of books, I may say that there is considerable grumbling in reference to the very bad binding, and the blame is chiefly laid on the Department. There is no subject so well taught and understood as geography, and no fault can be found. Very little attention is paid to book-keeping, and only in two or three schools is it taught at all. History is taught, and very good proficiency made by some. Vocal music is not taught, but it does seem to me that it should be made one of the subjects in the programme of examination at the County Board, and thus generally taught. I have in several instances made appointments to examine schools and deliver lectures, and would perhaps see a single trustee, more often none. In such cases, I have usually addressed the pupils for a short time, giving them such advice and instruction as I thought best suited for the occasion. I hope to give a better account of matters at the end of another year.

70. *The Reverend Stephen Young, Hullett.*—The schools in this township have been conducted in a very satisfactory manner during the past year, the teachers, with few exceptions, being faithful and efficient. Foremost in the ranks are those of Sections Numbers Three and Nine. The former has been a number of years in the same section, and his labours seem to be more and more highly prized. The latter, although only a year in the section, has earned for himself quite a reputation. Too much praise cannot be given to both of these for their ability and success in teaching, and as proof of their high appreciation, the trustees have considerably increased their salaries for the current year. Two or three of the remaining teachers in the township are also above the average. The usual complaint of irregular attendance is continually made, and although the cause generally assigned is "Indifference of Parents," yet, in too many instances, those anxious to keep their children regularly at school, cannot possibly do so on account of the distance. A new frame house has been erected in Section No. 5, as a residence for the teacher. Prizes were distributed in six of the schools, and I believe with good effect. The revised programme for County Board Examinations is strictly observed, and the questions, with a value attached to each, are all printed. The regulations, in regard to religious instruction, have been but partially, if at all, observed. Most of the schools, however, are reported as opened and closed with prayer, while the Bible is read in all the nine Common Schools in the township.

71. *The Reverend C. C. Johnson, McKillop.*—As far as my limited information goes, I think educational matters are progressing favourably in this municipality. After a great deal of squabbling and difficulty between the people and trustees of S. S. No. 6, the latter (now to the satisfaction of all parties, I believe, that the building is up) have erected a commodious school-house on the old site, enlarged, in the room of the old one, which had become totally unfit for occupation. I am glad to be able to report that a new section, No. 9, has been organized, and a new school-house (log) put up in the back part of the township during the year 1868. Our County Board Examinations are conducted on paper, from printed questions, and are now rendered very strict. I am bold to say that the standard of qualification for teachers in Huron ranks as high as in some of the oldest counties in Ontario. The matter of public and school section libraries, I am sorry to say, is very little attended to; a taste for these things will, I trust, grow in time. *Irregular Attendance.*—The same complaint is repeated in nearly all the *Annual Reports* as to the negligence or indifference of parents sending their children regularly to school. I have made this a special matter of remark, and given it due prominence whenever I have addressed the schools. Doubtless, allowance must be made in many cases for distance and bad roads at certain seasons, coupled with the tender years of many of the children, especially in the newer settlements. Of course, the necessity for regular attendance will be discovered as the people become alive to the value and importance of education. I fully and heartily endorse the changes you desire and suggest should be made in our Common School Law, especially in that relating to the appointment and duties of Local Superintendents, making their office a distinct separate business, eligible only on proper qualification, and their jurisdiction covering at least one county, or riding of a county. The present system to me seems to be a perfect farce, the duties and emoluments being so ridiculously out of all balance, that it is out of the question to expect the office filled as it should be, under the standing arrangement. In the matter of trustees, I do think it most desirable that some change should take place to render them more efficient, and prevent in a measure, if possible, the constant and destructive system of *changing teachers*, which is now so prevalent throughout the country.

72. *The Reverend Hamilton Gibson, Stanley.*—I have much pleasure in stating that the cause of education continues to improve and progress. Ten out of eleven of our teachers hold first-class certificates, and they are not only well posted in the branches of education usually taught in our Common Schools, but are also "apt to teach," and I believe that our schools in efficiency are inferior to none in the county, though I do not mean to say that they have attained the excellence which they ought, or which they are destined to attain. Were I disposed to point out any deficiency, it would be in reading. There is often a deplorable want of distinct enunciation, and proper attention to punctuation; as a remedy for which I have strongly recommended the practice of recitation of poetry or prose pieces by the pupils, and whenever the suggestion has been adopted and properly

carried out, it has been most effective. The County Board of Public Instruction shows a disposition to discontinue granting third-class certificates, and to exact from first and second-class teachers more than the minimum qualification, as prescribed by the Council of Public Instruction for the Province of Ontario. The revised programme for County Board Examinations is observed, and the questions are printed. There is undoubtedly much irregularity of attendance on the part of the scholars. This is attributed to bad roads, bad weather, and distance from school; but principally, I would say, to the carelessness of parents, and a disposition to keep their children from school, to perform odd jobs at home. With respect to the distribution of prizes, I have no doubt of their beneficial tendency, if they are awarded according to merit, as for example, for regular attendance, good behaviour, and attention to lessons. The influence of libraries is also undoubtedly good, if the books are of the right sort. The child who has been taught to read, and to love reading, if not supplied with books or papers that are good, will have recourse to those that are pernicious. Hence the necessity of putting good books into the hands of our youth to counteract the bad. The books are generally covered, labelled, and numbered. The reports from twelve schools show that religious instruction is observed in them all.

73. *The Reverend A. D. McDonald, Township of Tuckersmith, and Village of Clinton.*—I am happy to have it in my power to report favourably of all the schools under my care. Trustees and parents generally seem to take a deep interest in the education of the young. This interest is shown by the employment of earnest and efficient teachers; by the erection of comfortable and substantial school-houses; by securing suitable apparatus, maps, &c., and by giving fair salaries to the teachers. Although this may be said to be true generally, still there are some (too many I am afraid), who do not evince as much interest in the education of their children as they should. These exercise a discouraging influence over the teachers, and over those children who are anxious to learn. The children of such are very irregular in attendance. The most trivial excuses serve to keep them at home. They consequently act as a hindrance upon the progress of their class-mates who are regular in attendance, and diligent in their studies. The blame should not be laid upon the children, but upon the parents, who, in many cases, keep their children at home when the children are anxious to attend. There are other ways of discouraging teachers, and affecting the educational interests of sections, which ought to be prevented, if possible. One is the frequent change of teachers. Trustees do not seem to be fully alive to the injury wrought by this. Half the year is past before a teacher thoroughly understands his pupils, or the pupils understand him. During the other half of the year, all the real work is done. And the influence and interest of this period of time is, to a certain extent, destroyed by the uncertainty with which the teacher holds his situation. Thus many of our best teachers are driven from the profession, and others regard it in little better light than a stepping-stone to something better. The teacher's independence, zeal and devotion, are all affected. Another way in which Common School teachers are discouraged, and a more efficient education of the youth prevented, is the injudicious and unreasonable interference of parents in regard to the studies to be pursued. Some parents insist that their children's time is not to be taken up with what they regard as the useless studies of grammar, geography, &c. They must simply be taught to "*read, write and cipher.*" Thus teachers are cramped in their energies—laudable ambition checked, and a worthy emulation destroyed. I could name many other causes which, to my mind, seriously affect the thorough education of this country, but I must not make my report too long, and must therefore omit, but I am certain they are patent to those who take the deepest interest in the education of the young. No religious instruction is given, except what the teachers give; there seems to be some doubt as to the meaning of the provision. No text books are prescribed, and some have one view and some another. I have suggested to teachers under my care a plan which I imagine will meet the desired end without giving offence to any, viz.:—spending part of Friday afternoon or Monday morning in reading the Bible, and thus instructing the children in Bible History, and acquainting them with the text, facts, and incidents therein related. If this suggestion is judiciously carried out, I believe it will meet the intention of the Act, and offend none. The revised programme for County Board Examinations is observed, and the questions are printed. The members of this Board have earnestly devoted themselves to raise the standard of teachers, and to license

only efficient and devoted teachers. The Common School Libraries are very limited in their influence. Constant additions require to be made to these libraries to awaken and keep up an interest in them ; or otherwise they are soon forgotten and remain unused. In some of the sections, prizes were distributed with good results ; in others they were not distributed. It is difficult in some sections to give prizes without giving offence. But generally, I believe the result is good, when they are judiciously distributed. Very few attended the lecture delivered. I tried different places. In some sections, I gave the lecture immediately after the examination ; in others in the evening. The result was the same ; not more than twelve or fifteen attended. Those who attended were not the persons that needed most the influence of these lectures. I had prepared a written lecture, and delivered it in several places. I changed my plan in other places. I took notes of the examination, and made remarks from these notes, and dwelt upon other topics of a general nature, but pertaining to the prosperity and progress of education in each section, and I believe these remarks were not only better received, but will be productive of better results than the most carefully-prepared lecture. In conclusion, allow me to submit the following suggestion :—I think it would be advisable if two copies of the blank reports, semi-annual and annual, be sent to Trustees and Superintendents, instead of one ; for the following reasons :—1st. One copy could be retained for reference. 2ndly. Mistakes will be made in filling up the first time, and the report gets, in consequence, so blotted as to be almost illegible ; and, 3rdly. These reports are sometimes lost in Post Offices. With respect to the Common Schools in the village of Clinton, I have little to add. Many of the remarks made above apply to them as well. The trustees have secured the services of four excellent teachers. Quarterly examinations are regularly held, and afford means of testing the general progress made, which I am happy to say is most satisfactory. Prizes are distributed once a year with the best results. The distribution is made upon the results of the teachers' marks for the year. The unsatisfactory distribution made after a day's examination is thus avoided. The Superintendent gives the Trustees a monthly report. Steps are now being taken to erect a large and commodious school-house this summer. It is to be hoped this building will be better adapted for ventilation and school purposes than those now in use.

XXXII. COUNTY OF BRUCE.

74. *William Bull, Esquire, Amabel and Albemarle.*—There are at present only five schools in operation, which, I am happy to say, are making steady improvement. Five new sections were laid out during the past year, and, I believe, three new schools will be opened during the present year. As I have mentioned in my former reports, there is so much of the land unfit for settlement, that the few settlers who live near enough to form a school section, find it very difficult to raise funds to build school-houses and get the schools started. As the greater part of the unsettled territory of this Province is, I believe, of a similar character, and as the first settlers will have to encounter the same difficulties, I would suggest the propriety of making provision in the new School Bill for granting assistance to the settlers in new townships to erect school-houses. I am of opinion that this is necessary, as it is to assist in supporting the school. I would also make another suggestion respecting compulsory attendance of children at schools. I see the bill introduced during the last session requires, that if children of a certain age do not attend the time required, their parents or guardians are liable to be brought before a magistrate and fined ; but as the bill does not make it the duty of any one to lodge the complaint, I know, from my own experience as a magistrate, that this part of the law will be a dead letter in the country. I would suggest that the teacher should enter on the school register the names of all children of the required age in the section, and then that it should be the duty of the trustees or superintendent to examine the register at stated times, and in his official capacity lodge a complaint against such as neglect to send their children the time required. Or there is another plan, and one that I think would not cause so much bad feeling, and that is that the trustees should be authorized and required to levy a small fine for every day the child neglected to attend, and collect it with the other school rates. I am happy to report that the books which were obtained by the Township Council during the past year for a public library are in great demand by the people. I find, however, that

the bindings of the books, though got up with much taste and neatness, are not strong, and that even with great care, where a book is in constant use, it gets loose and will soon come to pieces. Would it not be advisable to have the books for a public library strongly but plainly half-bound in leather? The small additional cost at first would be nothing compared with the durability of the books.

75. *John Eckford, Esquire, Brant, Carrick, Culross, Elderslie, and Saugeen.*—The schools are generally in a very satisfactory condition. The teachers' salaries are considerably improved, and with better salaries we get better teachers. Towards the end of the year, many enquiries were addressed to me by trustees in regard to the efficiency of the instructors, and where a change was contemplated, no small solicitude was shown to secure the proper man. Again and again I was told that if they could get really excellent teachers, they were willing to give a liberal remuneration. Owing chiefly to increase of population, and in some degree also to better attendance, a large number of the schools are very crowded. In a few thinly peopled sections it is otherwise—boundaries require to be altered. Here and there a new section is desirable, and new distributions are somewhat extensively called for. But for the prospect of such changes more new school-houses would be erected. We have, however, eight new ones of stone, brick, or frame, of the best description. Crowded, however, as some of the schools are at certain seasons, from the general healthiness prevailing in this fine county, and the careful selection of the sites, I cannot state, either from my own observation or reports by others, that the health of the children has hitherto been sensibly injured. I should only repeat, in substance, my remarks in recent years by any present recollections, and only add that all the enquiries in the schedules to be replied to in this letter may be answered satisfactorily—the benefit derived from public school libraries excepted—and this because there are so few, and where existing that so little expense is incurred in maintaining and improving them. One would expect that the terms on which the Department offer to supply them would be taken advantage of in every school section. It is far from being so. Reasons I do not attempt to assign. Sabbath School Libraries are numerous, although only a few are reported in the returns, viz., those reported by the trustees. Some book clubs are in existence. Their selections are generally good, including the best monthly and quarterly reviews and magazines. I find many of our old scholars adding from time to time a good book to a very excellent selection of their own. I am sorry to say that we have a great many readers of the miserable sensational trash so abundant in our day.

76. *De Witt H. Martyn, Esquire, M.D., Bruce, Huron, Kincardine, Kinloss.*—With regard to the non-attendance of children, I may say that in the townships under my superintendence, the number of children not attending any school is comparatively very small, and allow me to say here that, in my opinion, five years is much too tender an age at which to send any child to school, and I think the law would be greatly improved if the school age were 7 to 18, instead of 5 to 16. I am sorry to say that the general regulations, with regard to religious instruction, are so very imperfectly followed as to be without results. The revised programme for County Board Examinations is observed, and the examination questions are all printed. The books in the Common School Libraries are all covered, and the regulations, so far as I know, are strictly observed; but as to the influence exerted by the libraries I am not prepared to give an opinion, though I fear their influence is confined, as yet, within too narrow limits to be appreciated, and the same may be said of the influence of prizes.

XXXIII. COUNTY OF MIDDLESEX.

77. *The Reverend P. E. Saunders, Biddulph.*—Indifference is the cause of non-attendance. The revised programme for County Board Examinations is, I believe, observed, but the questions are not printed. Biddulph not being a reading township, and the few books constituting libraries not being much used, the influence is not very observable. In schools in which prizes were given, the effect has been good; and I hope the distribution will become more general.

78. *The Reverend J. Gordon, M.A., Dorchester North.*—The schools in this township, fifteen in number, have all been in operation during the past year, and generally efficiently

conducted. The average attendance has slightly increased, and very few children are reported as not attending any school. There is still, however, great irregularity of attendance on the part of the pupils which retards their progress much beyond the time lost, whilst sound views on the part of parents and guardians will only effectually remedy this evil, the imposition of a small fine for each day's absence, except in cases of sickness, would, I think, be attended with salutary influences. No new school-houses have been erected during the past year, but they are much needed in several sections, where the accommodation is not only of the poorest description, but altogether inadequate for the numbers attending. In such schools, good order and proper classification are almost impossibilities, whilst the pupils become listless from breathing an impure atmosphere. In such circumstances they are unfit for mental application, and too often suffer in health. The clause in the amended School Law, that empowers superintendents to withhold public grants, when proper accommodation is not provided, is decidedly in the right direction. Prizes have been distributed in most of the schools. At my suggestion, the teachers marked the standing of the pupils in their several classes during the year, and the result has been a wholesome rivalry, increased diligence, and greater progress on the part of the pupils. Most of the schools are very deficient in school apparatus, libraries, and furniture. The comparatively short period that teachers remain in one school tends to render them indifferent to these things, and without a teacher's efforts, they are seldom procured. In a variety of ways our schools are suffering from the frequent, I may say constant changing of teachers, and I am glad that you are endeavouring to find a remedy for this evil. The fixing of the minimum salary will not, I fear, do much in this direction, but the appointment of Township Boards of Trustees will, I think, greatly tend to make the teacher's office more permanent and elevate the schools, and as they could be assimilated to those in cities and towns parents could have a choice, which would in many cases be a great boon. I regret that a measure so manifestly in the interest of education should have to encounter so much opposition, but I believe as society is leavened with sound views it will grow in favour, and in the meantime a permissive clause is as far as legislation can go with safety. The choice between Township and County Superintendents might be left with County Councils as at present, the qualification clauses and mode of appointment, both excellent and much needed, being made applicable to the one as well as to the other. To tie Councils down to County Superintendents will have the effect of taking the superintendence of schools entirely out of the hands of the clergy and professional men, so that much of the best talent of the country will be lost to the schools. As a general thing, I think that a much higher order of talent could be found were it looked for, and at less expense for Township than County Superintendents, while they could, from their close proximity to the schools, be more efficient in their superintendence. Considering the expenses of travelling, the labour that must be borne in superintending one hundred schools, few would prefer the office to the mastership of a Grammar School, nor would it be equal, as regards remuneration, even with a salary of \$1,000 per annum. The proposed change as regards the examination of teachers will commend itself to all interested, since it will make the standard uniform on the certificates of teachers in all counties. At present, the frequent changes in County Boards are a great hindrance to their efficiency in conducting examinations, since the preparation of test papers requires not only knowledge and good judgment, but a nice discrimination that practice only can give. Believing that it is your earnest desire to adopt the School Law to the circumstances of our country, so as best to promote the interest of education, and in order that you may be enabled to do this, you desire to know the wants, opinions, and wishes of the community. I have taken the liberty of going beyond the subjects prescribed for remarks with the hope of contributing a mite to the general good. Changes will be required as the resources of our country are developed, and what may be desirable may not be practical at present. I appreciate the benefit that our school system has conferred upon Canada, and recognize in you a public benefactor, and hope that a gracious Providence may spare you to perfect our school laws as far as circumstances may admit.

79. *The Reverend W. R. Sutherland, Elfrid.*—The schools, as may be seen from the report, are all free except one, which is almost so. The principle of free schools works admirably, and all the citizens seem to approve of it. The school children in the township, who number upwards of 1,000, are generally healthy, clever, and if kept regularly at

school, would make very satisfactory progress. The school accommodation is, upon the whole, better than I expected some few years ago. In sections numbers one and two, they are preparing to erect new school-houses. In No. 7, they have resolved to make an addition to their present house. In Nos. 3, 4, 5, 6, 8, 9 and 10, the school-houses are all good and comparatively new. In all these schools, during the past year, they have had good teachers. In No. 9, in Glencoe, where the school is very large, they have had employed an assistant female teacher for six months. The people, in general, feel deeply interested in the prosperity and progress of the schools, and entertain a very high estimate of the Common School Act, understanding, if the provisions thereof are properly administered, that the results will be all that could be expected or desired from Common School education. The irregular attendance of children at these schools arises, in a great measure, from the circumstances of the country. The schools are all situated in rural agricultural districts, except the one in Glencoe, and the children who are able to give any help at all in the field are kept from school during the busy season of the year to assist in farming operations.

80. *J. M. Young, Esquire, London.*—I can truly say that I found a marked improvement in nearly all the schools at my second visit. Regarding the teachers, I have only to say that I have found all very desirous to perform their duties diligently and efficiently. Many of them do honour to their calling, and I would consider it a great loss to the community should they relinquish their profession as some talk of doing. I have to add that we have several new school-houses in course of erection and others in contemplation, so that I think in a few years all the old buildings will be replaced by others more substantial and better adapted to the purpose for which they are designed. Respecting the manner in which the examination of teachers is conducted, I have to say that the different subjects were divided among the members of the Board, and each brought in his questions on paper (written) which were submitted to the candidates. I am of opinion that libraries in school sections have a tendency to cause the people to read more than if they had no libraries connected with the schools, and therefore have a beneficial effect. As there were very few schools in which prizes were distributed, I cannot say anything about the benefits resulting therefrom, but my opinion is that if there were more distributions of prizes in the schools, a greater spirit of emulation amongst the children would be plainly seen.

81. *Harrison Thompson, Esquire, Metcalfe.*—You will perceive in my report that there are forty-two children not attending school during the year. The reason assigned is "carelessness of parents." There appears to be a growing tendency on the part of parents in this respect, but I hope the new School Act will remedy it. The library books are all covered and labelled. I think I can safely report increased prosperity of the schools under my charge. The questions were all printed at the last Board meeting for examining candidates for certificates. I have to labour under very serious disadvantages from incompetent trustees—some of their annual reports come in without any financial statement, others without giving the general school population. Half of the reports I receive are far from being correct on account of illiterate trustees. The general regulations, in regard to religious instruction, are not followed in this township.

82. *M. Foster, Esquire, Nissouri, West.*—I think that there is some improvement in the schools in general, so far as I am capable of judging during the short time I have been in office. There seems to be an increasing desire to obtain Normal School Teachers, from the prevailing opinion that they are superior to others both as teachers and scholars. The utmost harmony has existed in all the schools this year. All the schools have been kept open during the whole year, excepting in one or two cases a few weeks have been lost owing to sickness of teachers. Most of our school-houses are in a wretched condition, too small, too low in the ceiling, and ill-ventilated. Some are not sufficiently supplied with school maps. In one or two sections prizes were distributed, but I have yet to learn what great benefit arises from the prize system. The new series of school books do not meet with general approbation, especially the Fifth Reader. The teachers do not seem to think it as good as the old one. There are some features in the new School Act which I think will be decidedly beneficial, especially those relating to free schools, compulsory education, and to the office of Local Superintendent. The latter has become, to a certain extent, too much of a petty officer, and subject to political partizanship and sectarian wire-pulling; at least such has been the case in this township.

XXXIV. COUNTY OF KENT.

83. *E. B. Harrison, Esquire, County Superintendent.*—You will see from my reports that, whether the proposed amendments to the School Act pass or not, the Common Schools of this county will soon be Free Schools, as that system is steadily gaining ground in proportion to its being better understood. The Common School Libraries do not appear to be extensively used ; it would be better to place them in the schoolroom, and thereby render the books more accessible to the teachers and pupils, and I would recommend that the trustees be allowed to sell or exchange the books for which there is no demand, and procure other books. A judicious system of giving prizes has been found to be beneficial in the cause of education. The causes of non-attendance are generally attributed to “distance from school,” and “negligence on the part of parents.” I think, in a majority of instances, the latter cause ought to be substituted by *necessity* on the part of parents requiring assistance at home from their children. Will you allow me to point out an error in the report (inserted in the *Journal of Education* for last October) of the Committee on Education of the British Methodist Episcopal Church, viz. :—That “coloured people are not privileged to enter the Common School of Buxton, or the Grammar School at Chatham.” In the last half-yearly return for S. S. No. 6, Raleigh, in which Buxton is situated, out of fifty-six (56) pupils entered on the register, forty (40) were coloured. The only impediment to their entrance into the Grammar School is the usual examination.

XXXV. COUNTY OF LAMPTON.

84. *James Dunlop, Esquire, Plympton and Sarnia.*—The schools under my charge are on the whole making satisfactory progress ; and are from year to year obtaining a better class of teachers ; and the school-houses are being better fitted up and provided with the necessary apparatus to enable the teacher better to discharge his onerous duties, still there are many of them sadly deficient in these respects. On the whole, the past year has been one of progress, and now, at its close, there is much cause for satisfaction. You will see from the reports that a small per centage of the children have not attended any school during the year. In some few cases, the carelessness of parents has been the cause, but in others, the distance from the school-house has been the reason for non-attendance. This difficulty will always operate to a greater or less degree in rural districts, because of the sparse and scattered population in many parts ; then, in a few cases poverty of the families has been the drawback. These last two difficulties will always exist in some measure in the rural districts, and prove a drawback to the children attending school, as much as one of them, at least, exists in towns and cities. And although the anticipated aid to poor school sections may bring the school-house nearer to many of the children, yet, compulsory attendance, and the poverty of families, will scarcely ever harmonize. Indeed, to carry out the provisions of the Free School system, we would require to furnish, either by the Legislature or the trustees, or by both combined, all the necessary books and other things required for the school, together with, in some cases, even the clothes in which the children are to attend the school, or a proportion of the children, in the rural districts, as well as in the towns and cities, will be deprived of the benefits of a Common School education. And there can be no doubt, that it would be the wiser and the cheaper policy of the Legislature to provide all these necessary things, for the poor at least ; for it is better and cheaper to prevent crime by elevating the masses than to punish it. In regard to *Libraries*, the returns are very defective. The chief reason appears to be that the books have become old, and are now little read ; and the trustees think it hardly worth making any return in regard to them. The books are covered and labelled according to the regulations, and are in a good state of preservation. Still, they are read to only a very limited extent, and chiefly by the parents. There appears to be a sad want with our youth attending school of the cultivation of a taste for reading. The primary object of establishing school libraries was, no doubt, that it might lead the youth attending the schools to form habits of reading, which they would carry with them after leaving the Common School. In this the libraries have almost been a failure ; either the books are not suited for the youth at our schools, or there is some radical defect in our system of teaching in them. The system does not draw out and strengthen the intellectual powers of children,

for they appear to require, nearly all the days of their lives, to be fed with milk and not with strong meat. Our Sabbath Schools, and the libraries connected with them, appear to do more to cultivate a taste for reading than the Common Schools, and the libraries connected with them. Whether it is that the books are more suitable for the children, and they consequently take more interest in them, or that the system of teaching is better adapted to lead them to reflection, I am not prepared to say. But I think that more care should be exercised in selecting the books sent out to the Common School Libraries, with a view of cultivating a taste for reading amongst our youth. There are very few of the schools that adopt the system of giving prizes. Still, where given, they have a very marked effect for good, in producing a greater degree of diligence amongst the pupils, and more marked regularity in attendance at the school; and were the system more generally adopted, there can be no doubt that it would be beneficial. Still there are some who urge objections against the system of giving prizes. These forget that children are intellectually indolent, and require an occasional stimulus. Prizes, when judiciously distributed in schools, are for good. There are many complaints from all parties, trustees, parents and teachers, in regard to the frequent changes* of the text-books used in the schools, causing much confusion among the scholars ere they are all supplied with the new books recommended by the Council of Public Instruction, and in many cases unnecessary expense to the parent. But a short time since the whole series of reading books were changed, and it is still a question if they are much improved upon the old national books. There is, no doubt, some improvement in the selections in the second and third books, as better suited to interest the little ones, still, is it worth the expense. The geographies and grammars have been so frequently changed that confusion reigns in many of the schools, and all these changes without any radical improvement; they are annoying to all parties concerned. The desideratum in our best books is, that they be correct in the principles on which they are constructed, and that they set forth the leading outlines of the subjects on which they treat. Anything more than this is an evil. The fact is that we have too much book learning, and too little intellectual training in our schools; and the fuller the text-book, the more aggravated the evil. The revised programme of examination is used in the examinations at the County Board. The Board for some time has granted only first and second-class certificates to teachers, and these divided into grades A and B, making four classes, but the lowest is still a higher grade than the former third class. The Board has called in all its old certificates, with a view of raising the standard of its certificates at the next half-yearly meeting.

XXXVI. COUNTY OF ESSEX.

85. *Richard Golden, Esquire, Anderton.*—There are at present in this township four Common Schools, viz.:—Nos. 1, 2 and 5, 4 and 6, with two Separate, a Roman Catholic and Protestant. There has been a Union School, in connection with the township of Malden, for coloured people, but it has not been in operation the past year. School has not been kept open during the whole year in some of the above-named schools, owing mostly to the want of efficient teachers, and partly to the effect of Separate Schools. It is to be hoped that Separate Schools will be done away with in this locality, as there has been a move lately for that purpose. Religious instructions are followed up in most of the schools, and to good effect. There are two Sabbath Schools open in Section No. 4, with a small library of about 150 or 200 volumes, which promises to do good. The programme for County Board Examinations is observed, and the questions are printed. The standard being raised causes just now a want of proper teachers in this county, but the improvement was very much needed, and will have a beneficial effect on the community. Some of the schools in this township are very well conducted. The Catholic School is one of the best, owing to the services of an experienced teacher, and the school-house in

* There has been but one change in the School Readers since 1846, and that was in 1867-8, and then only after strong and earnest, and numerous remonstrances and urgent request on the part of teachers and others, and after a year's notice to all parties concerned. There has been no change in the Grammars authorized until last year, and then not so much a change as a restriction to one Grammar, in order to prevent the confusion complained of. It is only within the last five years that all American Geographies have been disallowed, though numerous remonstrances demanded their exclusion long since. The new Text Books have been prepared and revised by the ablest and most experienced instructors of youth in Ontario.

good order, with exception of maps, the want of which is very much felt. I have had a difficulty in getting the school returns, owing to the discontinuance or discharging of teachers before the close of the year, and one annual report I could not get at all—that of the Separate Protestant School, which accounts for the omission in the attendance of pupils in Sections 1 and 4 (in which sections said Separate School exists). There have been prizes distributed in School Section No. 4, with the effect of stimulating the pupils to attend and excel. The school site of School Section No. 4 has been changed during the past year, in order to accommodate the supporters of said Common School. I can see a growing desire among parents to have their children educated, and I hope that with good qualified teachers, and some sacrifice on the part of parents, and those interested in the improvement of youth, that our country will soon rise to have no equal.

86. *Henry Botsford, Esquire, Malden.*—The schools are all, with one exception, in a prosperous and efficient state—the exception is a poor school composed exclusively of coloured people, who are unable to keep the school open the whole year, without aid from other parties besides themselves. The sum of twenty dollars was granted them by the Township Council towards paying their teacher the past year. There were six schools open during the year. A small portion of the township, composed of some five or six families, is united to Section No. 7, in the township of Colchester. The inhabitants generally exhibit an increasing interest in the education of the rising generation, and seem to appreciate more the necessity of having good and successful teachers. I am happy to say that the schools are all free—three of which were kept open during the whole year, one eleven, another eight, and the other six months. Of teachers, there were two changes made during the year, making in all eight different teachers having taught within the township—three held first-class certificates, two held second class, and three taught upon certificates granted by the Local Superintendent; of these, one taught one month, another five, and the other two months. Two were male teachers, and six female. The schools under the female teachers compare most favourably with those under the male teachers; the children appear cleaner and more tidy, are more attentive, and are equally as far advanced in the different branches. In respect to the non-attendance of children between the ages of five and sixteen, the chief causes are the indifference of parents, and the distance some are from the school-house. I find, in those sections which are small and compact, the non-attendance is less than in larger sections. The regulations, in regard to religious instruction, are not generally followed in this township. The revised programme for County Board Examinations are duly observed, and the examination questions are printed. The qualifications of candidates for teachers have been gradually raised during the last two or three years, so much so, that many applicants have failed to obtain certificates. It is greatly to be regretted that there is no school library established in the township. Prizes were only distributed in one section, with what result has not been ascertained. The authorized books are exclusively used in the schools—the new Series of Readers have nearly supplanted the old. With one or two exceptions, the school-houses are very uncomfortable, especially in the winter season. Trustees, as a rule, seem to neglect, through a mistaken notion of economy, to provide such accommodation as children actually require for their comfort. The inhabitants, however, acknowledge that a change in this respect is necessary, and we may expect soon to see the unsightly log school-house give place to more tasteful and substantial buildings. In conclusion, we have every reason to be thankful for the great boon conferred upon us by our unrivalled Common School System, and it is to be hoped that before many years transpire, every child in the Province will be enabled, at least, to receive a good common English education.

87. *Victor Ouellette, Esquire, Rochester.*—The cause of the children's non-attendance in schools is, in most instances, indifference and long distances from schools. In regard to religious instruction followed, and with what results, I beg to report that no religious instructions were given in the schools by any clergymen to my knowledge in 1868. Respecting the revised programme for County Board Examinations, I beg to report that the said programme was observed by the Board, and the examination questions printed. About the distribution of prizes to children, I am sorry to say that this habit is adopted by only one school, as you will perceive, and with great results, but I shall certainly recommend the adoption of the same to the other sections.

88. *Denis Downing, Esquire, Sandwich, East.*—The schools of this township are all

free, and have been for the past year. Prizes have been distributed in some of the schools, which gave general satisfaction. The National School Books are used in all the schools, except in Sections 2, 3, 4 and 5, where they use French Canadian Books, together with the English National School Books. It was only yesterday that I got the annual report of Section 3, and then I had to go after it. I might have prosecuted them according to law. The disposition of the County Board of Public Instruction for this county is to raise the standard of education, and to pass none but efficient teachers. Hence there were several teachers last December who did not obtain certificates—this caused several of our schools to be without teachers to open them in January.

89. *Alexander Craig, Esquire, Tilbury, West.*—The schools in this township during the past year were all in operation—they were all in an efficient condition, and this year are all open, but one without a teacher is not open at present. The people generally have become very zealous to obtain efficient teachers, and parents are taking a deeper interest in education than they did in former years. The teachers have done all in their power to perform the important duties of their profession, and the pupils have made considerable improvement. Four School Sections have maps, and two new School Sections will soon have them. The trustees have not furnished their school-houses with the requisite apparatus, but they have promised to furnish them as soon as they are able. The Trustees of School Section, No. 1, have erected a substantial (frame) school-house during the last year, in place of the old log one. The Trustees of School Section (now) No. 5 are building a new (frame) school-house on a larger scale than the one they had. In consequence of two School Sections being divided, the Township Councillors have altered all the boundaries of each School Section in this township, in order to make it more convenient for the pupils to attend their respective school-houses. Where the large School Sections have been divided, the non-attendants are diminishing. In one School Section that was divided into two, there was not one non-attendant in either of them. Indifference of parents is always reported by both trustees and teachers as the only cause of non-attendance. I believe that large School Sections are the only primary cause in this township, although a great many other causes (which are well known) could be enumerated, which impede the attendance at school. The County Board Examinations for certificates are duly observed, and the questions are printed. We have a library in School Section, No. 5, open to the public; the books are all covered and numbered, but not yet labelled, but they are properly kept, and the regulations strictly observed. I cannot yet say what influence the library will exert in the neighbourhood. We have had a Sabbath School Library for a number of years past, which has done much good. There is another library which belongs to the Good Templars, but it is only for their private use. I am persuaded the time is at hand when there will not be a School Section without a library in this township, and then you will have to give us some red spots in your library map. Examinations are sometimes well attended, at other times not so well, but when we have pic-nics we have visitors. Prizes have been given in four sections; they were thankfully received, and produced very good results both on pupils and parents. The schools were all opened and closed with prayer, and in some sections, the Bible and Testament were read. The general regulations, in regard to religious instruction, are not followed out—we have four churches, but no resident clergy. The *Journal of Education* is much thought of, but, I am sorry to say, the postmasters pay little attention to it, which I believe is the cause of so many being lost. In one School Section, No. 4 (last year No. 5), the trustees never got a single number of the *Journal* during the whole year.

XXXVII. THE CITIES.

90. *The Reverend James Porter, Toronto.*—I have now the satisfaction to state that, during the year which has recently expired, the prosperity of the schools has continued and increased. The net aggregate attendance has been 362 pupils in advance of that of 1867; the average monthly attendance has exceeded that of last year by 292 pupils, and the average daily attendance has exceeded by 201 pupils. The cost, per pupil, calculated on the basis of monthly registration, was five cents less in 1868 than in 1867; though, calculated on the basis of daily average attendance, it was about two cents more in 1868 than in 1867. This difference, however, will be regarded as not very significant, when it

is remembered that the estimate of the Secretary of the Board, as to the cost of maintaining the schools for the year 1868, which is one element of this calculation, exceeds by \$2095 the estimated cost of the schools in 1867.

I am almost weary of writing and speaking, from year to year, respecting the many neglected idle children whom we meet with on the streets, who are mutually educating each other, and, I fear, are in many instances being educated by their parents and others in uncleanness, profanity, and dishonesty. It is now generally acknowledged that special private benevolent exertions, and special public legislative provision, are required on their behalf. To what extent that provision shall be of a directly or indirectly compulsory character, the wisdom of Parliament will, it is hoped, ere long determine.

On the subject of school accommodation, it is obvious to remark that the primary divisions of our schools require a much more liberal provision of space than they have at present. Eighty cubical feet per pupil is the minimum allowed by the Committee of the Privy Council in England, in schools which are aided by the Government. Many high authorities in the United States insist on the necessity of almost twice that allowance.

It is also a grave question whether our school hours might not, in some cases at least, be advantageously shortened. It would be a great relief to our over-crowded junior divisions, if the younger portion of the pupils, who already are detained in school but two hours in the forenoon, and two in the afternoon, during the summer months, were not permitted to remain for a longer time, the whole year round. It would also be a great benefit to the little children themselves, whose lessons can always be attended to first by the teacher; after which, the inevitable restraint of school would not, in their case, be unnaturally and perhaps injuriously extended, as it is at present. For our very young children, more space is imperatively necessary; more teachers are required; and there should be, especially if they are still to be detained so many hours a day at school, more of song, of manual exercise, of object teaching, and of free, lively, conversational, homely, illustration of every subject taught, than the present pressure of numbers on the time and energy of the junior teachers will allow.

With regard to the time for holding our annual combined examination, I would offer a suggestion. It has been held hitherto about or a little after the middle of July, so as to allow a convenient time between its completion and the ordinary summer examination, which of course precedes the date at which the beginning of our summer holidays has been fixed by the Council of Public Instruction. Would it not be well in future for the combined examination to take place, on or about the middle of June, before the intense heat of July comes upon us, and pupils, teachers, examiners, and all concerned, are longing for relief, if not disabled for exertion? Might not our summer holidays begin on the first Monday in July, instead of the first Monday in August, with very great advantage to all whom they are intended to benefit? The falling off of our school attendance in July argues the expediency of such a change; and almost every speaker at the public meeting, held on the 31st July last, for the distribution of scholarships, prizes, and certificates of honour, also pleaded for it.

The combined examination took place, by order of the Board, on the recommendation of the Committee on School Management, at the Victoria Street School-house, on Monday and Tuesday, the 20th and 21st of July. The examiners were Rev. A. Wickson, LL.D., Headmaster of the Toronto Grammar Schools, and the Rev. William Gregg, M.A. As on former similar occasions, the pupils examined were three individuals from each division of each department, male and female, of the several schools, selected by their respective teachers for their general proficiency, combined with uniformly good conduct, and approved by the Local Superintendent. They were classed for the purpose of examination, according to the divisions to which they belonged in their several schools, at first (or junior), second (or intermediate), and third (or senior). Necessary exceptions to this arrangement are described in the Examiners' Report.

The examination was partly oral, and in part was conducted by means of questions.

As recommended by the Committee on School Management, it was ordered by the Board that a public meeting for the distribution of scholarships, prizes, and certificates of honour, recommended by the examiners, be held in the St. Lawrence Hall, on the evening of Friday, July 31st, the arrangements for which should be similar to those of former

years. The Mayor of the City, was, as usual, invited to preside, and to distribute the honours to the successful candidates. His Worship, however, was unable to attend.

As the County Grammar School is now, under the operations of the New Grammar School Law, the Grammar School of the City of Toronto, the affairs of which are administered by the City Council, through trustees whom the Council appoints. The Mayor, on behalf of the Council, was pleased to accept, as beneficiaries of the city, seven of the senior pupils of the City Common Schools, who were recommended by the examiners to receive the special distinction of Grammar School scholarships, and were nominated accordingly by the Board of Common School Trustees.

In concluding their report, the examiners observed "that they regard the state of the City Schools, so far as evidenced by the examinations, as, on the whole, highly creditable. They have also to state that, in connection with the arrangements for the examinations, they felt greatly indebted to the respected Local Superintendent, the Rev. James Porter, for much valuable assistance."

"The Standing Committee on School Management, to whom was referred the communication from Professor D. Wilson, Chairman, with accompanying report, based upon certain resolutions adopted at a meeting of gentlemen, for the purpose of considering the necessity for establishing an Industrial School for the vagrant juvenile population of this city, made the following report, which was adopted by the Board :—That your Committee have given to the subject matter in question that careful attention which it merited ; and while frankly admitting the great evil brought so prominently under the notice of the Board in Professor Wilson's communication—and while entertaining the greatest respect for the philanthropic interest manifested in this direction by the gentlemen through whose agency the movement has been brought before the public and this Board, your Committee are, nevertheless, of opinion that the scheme proposed by these gentlemen does not appear a feasible one, such as this Board could entertain, inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system as the means for providing food, &c., for these children, as well as other difficulties connected with the fact that a large percentage of the vagrant population of this city belongs to a denomination which has its own separate school organization.

"Any successful scheme for reclaiming these unfortunates of our streets—the offspring of poverty and vice—should, in the judgment of your Committee, comprise two main indispensable considerations, to be brought to bear upon this evil, without regard to denominational distinctions, namely :—First. *The entire separation, through the night as well as the day, of these juvenile vagrants, for a period longer or shorter, according to circumstances, from all association with the corrupt sources by which they are surrounded, and, of course, influenced ; as experience has fully proved that nothing short of complete isolation can, or will, meet the question ; and secondly, the securing of the object in view by a compulsory attendance.*

"In the former connection, lodging, food and clothing, religious and moral training, industrial as well as educational teaching, and constant supervision, must be provided. The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscriptions ; nor is it likely that the citizens, already taxed for Common School purposes, would consent to bear this additional burthen ; and unless the Provincial Government comes forward to largely assist the movement, the reclamation of the juvenile vagrants of our cities and towns must continue to be a question beset with difficulties.

"In the latter connection, neither the city authorities nor the school trustees have power to enact any law providing for a compulsory attendance ; and here, again, the Provincial Government is required to come forward and find the materials for the purpose.

"Your Committee being thus of opinion that the whole subject of reclaiming and educating the juvenile vagrant population of our cities and towns ought to be first considered, as well as provision made for the same, by the Local Government and Legislature, before any useful action can be taken by either Municipalities or Boards of School Trustees, cannot, therefore, recommend the scheme communicated by Professor Wilson to the favourable notice of the Board for present action."

Throughout the year 1868, as in several former years, the Rev. Messrs. Boddy and Baldwin have supplied regular weekly instruction to the children of parents of their own communion, the former at the Park School, and the latter at the Victoria Street School.

May their kind exertions be duly appreciated by those whom they are designed to benefit.

During the usual season, the senior boys in Louisa Street School were drilled for one hour per week by the Headmaster, Mr. Browne, who holds a certificate obtained at the Provincial Military School. Until the end of September, the senior boys of George Street School, also, were drilled by Mr. Jeffers, then headmaster, who also held a Military School certificate.

In concluding this report, I beg to express my conviction that during the ten years which were completed by the year 1868, much of earnest and not unenlightened effort has been put forth on behalf of our City Schools, and that not without very beneficial, if not in all respects satisfactory, results. Several who were pupils ten years ago, are now teachers in these very schools, in possession, too, in some instances, of the highest possible Provincial Certificates. One pupil (Daniel Ryrie), among the first who proceeded from one of these schools on the honourable ground of a Grammar School Scholarship, obtained as the result of one of our combined examinations, was one of the brightest ornaments of the City Grammar School, of Upper Canada College, and of University College; in all of which institutions he is held in respectful and affectionate remembrance. Another, a school-fellow of Ryrie, is now a graduate of the Toronto University, and headmaster of a County Grammar School; and many are prominently engaged in literary, professional, mercantile, mechanical, or other honourable pursuits. Whether they acknowledge it with becoming gratitude and honest pride or not, they owe incalculably more than they can ever pay to the Common Schools of the city of Toronto.

That these schools are capable of improvement, as methods of elementary education are improved, and as circumstances may require, it would be absurd to question. Nor can I refrain from expressing the hope that whoever may have to record their progress and describe their condition, at the close of another ten years, may be able to do so with unqualified commendation.

91. *S. Woods, Esquire, M.A., Kingston.*—I have to report the completion of a fine new school-house in Catarqui Ward. The property is freehold; the building stone, and the whole cost of site and building about \$3,000. It will easily accommodate 300 pupils. We have often been accused of slowness in Kingston, but certainly in the matter of schools and school property, we can afford to laugh at any detractors. Since 1856, over \$30,000 have been expended in school sites and buildings. If any other place in Ontario can show a similar record, I have yet to learn it. I have again to report very few changes in teachers. The authorities here are averse to frequent changes, and we can name teachers who have been in the constant employment of the Board for over ten years. In fact, owing to the fact of our supporting home-manufactured teachers, and selecting only the best of an almost unbounded supply, we are assured of having teachers who realize the responsibilities of their situation, and apply themselves vigorously to the work. An experiment was tried here last year of putting a class of boys, varying from eleven to fourteen years of age, under a female teacher. It was done only on very strong recommendations from myself, and I am happy to state that even the trustees who opposed the measure expressed themselves most highly pleased after an experience of only six months. We have again extended ourselves in the same direction this year, and no opposition was given by any member of the Board. My own experience is that young women are far more apt at catching the salient points in a boy's character, and can induce him to apply himself with more diligence than can possibly be exerted by a man in similar cases. Besides, a feeling of chivalrous honour is implanted, let us hope, in the bosom of every boy, *although in some cases it is hard to get at it*, which will always make him scorn to treat with levity or contempt his teacher, and that teacher a woman. It will be seen, from a glance at our report, that the numbers continue large in book-keeping. I have the same remark to make as last year, that the majority of the 149 are girls. No arguments are required to show the real utility of such a state of things. The wonder is that it has been so long neglected. Let us hope that the example set by Kingston will find many imitators. I have to call attention to our attendance. It has been steadily increasing, and I attribute it solely to the practice of making parents account for their children's absence by written notes. Something must also be allowed for the zeal and tact of our teachers who have adopted my suggestions, and occasionally represent to the pupils the evils of irregularity. This

will appear to be the case when such exertions are made to bring pupils out. We have on our roll 2,340 pupils, and of this number, 1,028 have attended over 150 days during the year 1868; our average attendance is also considerably over 50 per cent. of the whole number enrolled. We have adopted the whole of the new series of National Text Books. I consider them a vast improvement upon any preceding works of a similar character. Our County Board continues to exercise its functions with the same strictness as in former years. Of course, I do not by any means assert that we are the paragon Board of the Province, but of one thing I am certain, we have put cheap teachers about 20 per cent. below par. I mentioned in my last report that *viva voce* examinations were too much neglected, and acting upon my suggestions, we have examined the Euclid and History in this way. We print the questions, however, and each candidate has thus the same questions to answer, *the only fair way of testing the relative abilities of competitors*. We have found it to work admirably. More I need not say. Our County Boards are now moribund. They have done a vast amount of good, and for this they deserve all praise. Let us, then, vary the old Latin adage, and say of them: *De morituris* NIL. I have nothing to add to my remarks in former years about prize and merit cards. I believe them to be a great advantage, and can only express the hope that future years will witness a large increase of money expended in this way; for, in my humble judgment, it is the best investment for school purposes that can be made. With regard to the non-attendance of pupils, the Board reports 250. This, I think, is a pretty accurate estimate. The cause of non-attendance is, I am more and more convinced, the extreme poverty of the parents. I have made it my business to visit some of the poorest parts of the city, and to enquire of parents why they do not send their children to school. The invariable answer is, they have no clothes fit. My next question was, after sounding them pretty thoroughly, would you send them if you had the clothes for them? In several instances I have seen the gleam of hope light up the dim smoke-begrimed face, and an answer come too quick to have time to be a sham. "God knows I would." Now, sir, could any argument be stronger in favour of my suggestion of last year, viz.: the *armin schulen* of Holland. Give these poor people a place to send their children, and let them come in rags and tatters, it may be, until a week's or month's steady attendance would supply at least a cheap covering for nakedness. Compulsion will never do. You cannot eradicate a sense of shame from such representatives of the class ennobled by Burns—

"Is there for honest poverty
Wha hangs his head and a' that."

Nor, again, can you, even after you have driven these poor children to school, make them feel that they are not looked upon with disgust by their more pretending neighbours. Why, then, injure the small grain of humanity left? Why subject them to such treatment, when an easier, though perhaps a costlier, method is at hand? I have now said all I think necessary, and will conclude by hoping that a new era of intellectual advancement is coming in with the new law soon to be enacted.

92. *William Cousens, Esquire, Ottawa*.—You will see by our statement, that the number of pupils entered on the rolls, during the year just past, is much larger than at any former period, and while the average attendance is also larger, the proportion the attendance bears to the number of names entered on the roll, is not as good as we would desire to see it. The average attendance at the Central School was better than that of any of the other schools. The Central School for the western portion of the city is not yet finished. Prizes were distributed at the Midsummer examinations, the Board having granted a sum of money for the purchase of the same. The Board, having declined granting money for prizes at the Christmas examinations, much disappointment among the pupils was thus caused. I would rather see the money given for prizes applied towards the commencement of a library, and hope eventually to see one established in each of our Central Schools.

XXXVIII. THE TOWNS.

93. *A. J. Traver, Esquire, Berlin*.—Since my appointment, I have visited frequently all the departments under my care. I was anxious at the outset to find the exact status of the various classes, and my visits, together with the creditable semi-annual examinations which I attended, served to convince me that a large amount of work was actually being

performed, and that the system of getting up the children for a mere show was not carried on in the school. Some years ago the Board of Trustees purchased a spacious school site, and erected thereon a very fine building, at a cost altogether of \$10,000. Trees were planted, and the grounds nicely laid out. During the past year, a new division was formed by the sub-division of the old rooms, and another teacher secured. The number in attendance has been steadily on the increase. You will notice by the report that the number of pupils is very large (631), compared with the whole number of children in the town (674), or compared with the whole number of inhabitants (3,033). You will remember, too, that one private school is carried on. There is also a well-attended Roman Catholic Separate School. It would thus seem that all the children of the age mentioned attend some school, whilst there are no indigent children. Three of the teachers hold certificates from the Provincial Normal School, and are well qualified for their work. Mr. Pearce, who has held the position of Principal for several years, has the oversight and overcharge of all the departments, and discharges his duty with great diligence and fidelity. I would call your attention to a remarkable feature in connection with some of the higher branches of study, five of those in Euclid, and two-thirds of those in Algebra are girls. I mention this, a stubborn fact, for the consideration of the opponents of higher female education. So far as I can learn, nothing like religious instruction has been attempted by ministers of the Gospel. I am glad to add, however, that the Scriptures are read, and forms of prayer used at the daily opening of each division. I have nothing good to report of our library of 400 volumes. The books that were interesting enough to attract readers, seem to have been over-read, judging from the wretched condition in which I found them. Some time ago a committee was appointed to examine these books, and report accordingly, but in their opinion they were not worth repairing, and nothing has been done. With reference to prizes, I can say that none were given during the year. They have been distributed to the deserving in the past, as I learn, with the best results, and I hope soon to see the system renewed. The Board of Examiners has adopted the revised programme, and the questions are printed.

94. *The Reverend George Bell, Clifton.*—The regulations are not followed by any denomination, as regards religious instruction in the school-house. A large part (nearly the whole) of the pupils attend the Sunday schools. The revised programme is observed, and the greater part of the questions are printed. The library belongs to the municipality. The books are in rather poor condition, being much worn. The number mentioned, as in Sunday schools, 240, includes all who may be counted as belonging to the Sunday schools for the year; about 20 more were transient attendants. During the year, the junior department of the school became so crowded that it was necessary to establish a primary department. A room was provided, and a young female teacher was appointed. The results have been highly satisfactory. I am happy to be able to say that the school is now well organized, well taught, and in a satisfactory state of order and efficiency.

95. *The Reverend James Herald, Dunlos.*—We have no school library. Prizes are given, and I believe with very good effect. They awaken an emulation that draws out the diligence and energies of the pupils, and are thus very beneficial.

96. *Charles H. Lusk, Esquire, M.D., Oakville.*—We feel very much the want of power to deal more effectually with both parents and children, who are regardless of school interests. Too many are more particular to have the "little bothers out of the way" than to have them at school. The result is, numbers throng the streets, learning and practising evil and pernicious habits, whose time should and could be spent undergoing the necessary discipline to prepare them for subsequent usefulness. Could a distinct and well marked map, presenting the mere outline and relative positions of the more important natural divisions be prepared for the use of the more elementary classes, the subject of geography would be more appreciated and better understood. Our school is lamentably deficient in this branch of study. All the atlases that have yet appeared are mere "eye-sores" to a large majority of our scholars. It is vastly important that some means should be adopted whereby the subject may be simplified. We have within our reach an abundance of superior maps, but too much is attempted. Our atlases abound with information, yet the reading of text will never instruct the boy in geography. There is a growing feeling that the union of grammar and common schools is not the best system. The pupils of the Common School are removed to the grammar, not only against the wish of the parents—

parents keenly interested—but obviously against their own interests. Too many are found in our grammar department pursuing classical studies and the higher English, who were never grounded in the rudiments of English. I am aware of a provision for the separation, but for reasons not yet well discussed our Board chooses the connection.

97. *The Reverend T. Henderson, Paris.*—A School Library is established, and conducted according to law, the principal of the school acting as librarian. Rewards are offered semi-annually, in the shape of certificates of promotion to a higher division in the School. Delinquents are punished either by being obliged to remain after school hours, or write impositions. Corporal punishment is resorted to only in extreme cases. Should any of the senior pupils be guilty of misdemeanour, temporary suspension would be inflicted as a punishment, and on a repetition of the offence, expulsion.

98. *The Reverend E. Patterson, Stratford.*—The attendance of pupils for the year was larger than that of any previous year, though there are many children in the town who attend no school whatever. The trustees estimate the number at 40, but I think their estimate is too low. The compulsory system appears to be the only remedy for such dereliction of duty on the part of parents and guardians; and certainly that system is presented in its mildest possible form in the Amended School Act, which was laid before Parliament at its last session. Increased school accommodation is urgently required in this municipality, and I have every reason to believe that the Board of Trustees will soon adopt measures to supply the deficiency. The union of the grammar and common schools here is, on the whole, working satisfactorily. The regulations in regard to religious instruction are not strictly observed, though all the schools are either opened or closed with the reading of a portion of Scripture, or with prayer. No prizes were distributed to the pupils during the year. Printed questions are used by the County Board in the examination of candidates for certificates of qualification as teachers.

99. *The Reverend D. McDermid, Woodstock.*—Intemperance, and poverty, and carelessness of parents are some of the causes of non-attendance. The schools are opened and closed with devotional exercises. Scriptures read in the morning. The clergymen of the various Protestant sects do not, with one exception, visit our schools, or communicate any religious instruction. The programme for County Board Examinations is observed, and the questions are printed. The library books are covered, labelled, and numbered, and the regulations are generally observed. The distribution of prizes was not satisfactory in past years. This year there were none distributed. From the injurious results observed in many cases, the Superintendent does not regard with favor the system of prizes.

XXXIX. THE VILLAGES.

100. *A. Dingwall Fordyce, Esquire, Fergus.*—The Fergus schools continue under the same able management as hitherto, and affording to all concerned, I believe, all the satisfaction they could desire. The only drawback that may be noticed is, that the very large attendance, much larger, as you will perceive, than last year, in all the schools, but especially in the primary department, makes the charge a very heavy one, and will probably render necessary the employment of an assistant teacher there. But it must be said, notwithstanding this, that it is a matter of surprise the teachers have been able to conduct the school so efficiently, and in my opinion, on the whole, successfully. The library continues to afford undiminished interest, and I think to be really productive of good; although, good as the character of the books is, there is in my opinion a disproportionate estimation of the better kind of *light* reading. Popular histories, adopted to the young, are not, however, by any means neglected.

101. *M. H. Starr, Esquire, M.D., Georgetown.*—We have one graded school made up of three departments. The number of pupils taught in the school between the ages of five and sixteen, 360. Between sixteen and twenty-one, 9, and the whole number in the section, between five and sixteen, about 480. The village has been incorporated four years, since which the school has been taught by qualified teachers. The usual English branches—reading, writing, spelling, history, grammar, geography, and mathematics—are taught. The text books used are those recommended by the Council of Public Instruction. I have made four regular school visits during the year. There are only four others on the visitors book, although many others were made. One lecture was delivered. One school-

house in section about 36 x 60 feet, frame building, furniture, maps, blackboards, cards, &c. None rented or built during the year. There are two private schools in the village, probably about twenty pupils attending them. The teachers employed are very efficient, but they are under the disadvantage of having too many pupils under their charge, and insufficient room, and other accommodations. I have frequently found as many as 70 pupils under each teacher, that, of course, being above the charge. I have often represented the case to Boards of Trustees, and it will in all probability be improved during the coming summer. The trustees have at present advertised for tenders for the erection of a new brick school-house, which will afford ample accommodation for all the children in the village, and give room for the employment of one additional teacher. When the new building is finished (which will be in the course of the summer), and the present plans fully developed, the educational interests of the village ought to give entire satisfaction.

102. *James P. Phin, Esquire, Hespeler.*—The school is in a very satisfactory state. Much progress has been made during the year. The teachers are industrious, energetic, and popular. The indifference of parents is the reason why there are 30 reported as not attending school at all during the year. The regulations as to religious instructions are not observed; their observance would lead to the establishment of a Separate School for Roman Catholics which is not desirable.

103. *Ross Robertson, Esquire, Secretary, Union Board School Trustees, Kincardine.*—As to non-attendance of scholars, I think the usual circumstances in villages and country sections, viz., "youthful labour," is the chief cause. General regulations as to religious instruction are followed. No particular result, but general result good. The library occasions a general desire for reading, and no doubt has a good influence. There have never been any prizes distributed in our schools.

104. *James Bowie, Esquire, M.D., Mitchell.*—Our school continues to increase in numbers and improve in proficiency. The number of pupils upon the register for 1868 was 443, which exceeded that of any former year. The average attendance exceeded 200. I believe the irregularity of attendance, in many instances, arises from inclemency of the weather preventing the younger children, who reside at a distance from school, from attending; in others, from the parents requiring the assistance of the children in busy seasons of the year. No prizes were awarded at the examinations of last year, which I regret, as I think them calculated to stimulate the pupils to greater application. After the New Year's holidays, the school re-opened in the new school-house—a handsome frame building, just completed at a cost of over six thousand dollars. The school is now divided into four departments, under four teachers. There is no Common School Library, but there are several attached to Sunday Schools, and a good one to the Mechanic's Institute in the village, which to some extent supplies the want. The inconvenience felt by the want of room in the old school-house has been obviated, for some years at least, by the erection of the new school-house. It is well situated upon a three and a-half acre lot, and will afford ample room for play-ground, &c., for the children. Altogether our school continues in a prosperous condition, and appears to give general satisfaction.

105. *The Reverend John McMillan, Mount Forest.*—Matters remain very much as they were last year. I then reported very fully, and consider it now unnecessary to give a repetition. The programme prescribed by the Council of Public Instruction is used, with written answers, in the examination of teachers, and that with good effect. The causes of non-attendance on the part of pupils are carelessness of parents and guardians, inefficiency on the part of teachers, negligence on the part of school officers, poverty and wretchedness. The regulations in relation to religious instruction are left to the will of the teachers, who observe or neglect them as they may see fit. There is no school library. A large number of prizes were secured for the schools last year. Their distribution among the pupils was based on merit marks, and seemed to have good effect, but perhaps not so good as if the prizes had been fewer in number.

106. *William Cousens, Esquire, New Edinburgh.*—This school continues in a prosperous condition, the attendance being good during the past year. The examinations are well attended by the rate-payers, thereby shewing the warm interest they take in the welfare of the school. A lecture was delivered by me at the close of the summer and winter examinations. The library regulations are duly observed.

107. *The Reverend R. Lyle Tucker, Orangeville.*—The Grammar School department, under the very efficient management of a most painstaking and thorough teacher, occupies a new building lately rented by the United Board of Trustees, and bids fair to become quite popular and successful, especially in view of the contemplated improvements in the Grammar School System. The senior Common School is in excellent working order, under the instruction of an experienced Normal School teacher. It meets in a brick building of moderate pretensions, owned by the Board. The junior department is very inadequately accommodated in a rented room; and, although the teacher is doing a good work, there is great need of more space for this increasing and interesting school. A central school-house, suited to the rapidly multiplying necessities of young Orangeville, is a desideratum towards which the most intelligent inhabitants are looking with growing interest. As the municipality advances in population and wealth this will, doubtless, be attained. The number of pupils attending our schools is encouragingly in excess of that of any former year. There is but one private school which, however, is well attended.

108. *The Reverend F. W. Dobbs, Fortsmouth.*—Our schools are progressing favourably and the attendance is increasing. Since the last report, a large and well appointed room and other departments have been added to the school-house. It is cheerful and well fitted up with the most approved desks, seats and maps, &c., is very creditable to the village, and induces many of the parents to attend our examinations. The present master of the senior school is well qualified for his position, and gives much satisfaction. The trustees have recently adopted the system of classification, leaving the younger children to the female teacher, and it is hoped the plan will work well. The trustees are intelligent men, and have a desire to do all they can to promote the best interests of the community at large, and we look forward with pleasure to a steady advancement.

109. *N. McKinnon, Esquire, Wardsville.*—As far as I have ascertained, all the children of the municipality have attended school for a longer or shorter period during the year. There is nothing done for the religious instruction of the children but what the teacher himself does, which amounts, as far as I have ascertained, to reading a portion of Scripture, and prayers in the morning and evening. The Board of Public Instruction for this circuit are guided by the revised programme. The examination papers are not printed; but at the last meeting the Board talked about the propriety of having the papers printed, and it is likely that, if we have to conduct another examination, we shall get the papers printed. There is no library here at all in connection with the school. For this I am sorry, and I wish that steps could be taken towards establishing a library. Some time ago, I spoke about this matter in public on one or two occasions, but the trustees did not take any steps. No special lectures on education were delivered here during the last year, nor as far as I know, for the last eight years. My own opinion is that an audience could not be easily gathered here for such a thing. But sometimes, on occasions of other public meetings, I myself embrace opportunities for advocating the cause of education before the people.

APPENDIX B.

THE COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT IN
FEBRUARY AND MARCH, 1869, AND CONVENED BY A CIRCULAR TO THE
MUNICIPAL AND SCHOOL AUTHORITIES, ISSUED 30TH
JANUARY, 1869.

Circular from the Chief Superintendent of Education to Municipal Councillors, Local Superintendents, Visitors, Trustees, Teachers, and other supporters of Public Schools in Ontario.

GENTLEMEN,—

I propose, in the course of the next two months, Providence permitting, to make my fifth and last visit to each County or Union of Counties in Upper Canada, in order to hold a County School Convention of all school officers and other friends of education who may

think proper to attend, in order to confer on the subjects of the Common and Grammar School Amendment Bills which have been recommended by a large Committee of the Legislative Assembly, but the further consideration of which has been deferred until the next session of Parliament. I cannot hope to be able to address any County Convention further than may be necessary to explain the objects and provisions of the School Bills referred to.

2. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the day-time, with two or three necessary exceptions. The meeting of each Convention will take place (unless otherwise stated) at one in the afternoon; and the proceedings will commence precisely at half-past one, whether few or many be present. In two or three instances, the meetings of the Conventions will take place at other hours of the day, arising from the impossibility (on account of distances or railroad arrangements) of holding them at the usual hour, without giving more time to a county than is practicable, in connection with the accomplishment of the tour during the period of winter roads convenient for travelling by inhabitants of counties.

3. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWN.	Day of Week.	Day of Month.	Hour of the Day
Oxford	Woodstock	Monday	Feb. 1.	1 p.m.
Brant	Brantford	Tuesday	Feb. 2.	1 p.m.
Norfolk	Simcoe	Wednesday	Feb. 3.	1 p.m.
Haldimand	Cayuga	Thursday	Feb. 4.	1 p.m.
Welland	Welland	Friday	Feb. 5.	1 p.m.
Lincoln	St. Catharines	Saturday	Feb. 6.	1 p.m.
York	Newmarket	Monday	Feb. 8.	1 p.m.
Simcoe	Barrie	Tuesday	Feb. 9.	1 p.m.
Grey	Owen Sound	Wednesday	Feb. 10.	7 p.m.
Bruce	Walkerton	Thursday	Feb. 11.	1 p.m.
Huron	Goderich	Friday	Feb. 12.	1 p.m.
Perth	Stratford	Saturday	Feb. 13.	1 p.m.
Lambton	Sarnia	Monday	Feb. 15.	1 p.m.
Essex	Sandwich	Tuesday	Feb. 16.	1 p.m.
Kent	Chatham	Wednesday	Feb. 17.	1 p.m.
Middlesex	London	Thursday	Feb. 18.	1 p.m.
Elgin	St. Thomas	Friday	Feb. 19.	1 p.m.
Wentworth	Hamilton	Saturday	Feb. 20.	1 p.m.
Peel	Brampton	Monday	Feb. 22.	1 p.m.
Halton	Milton	Tuesday	Feb. 23.	1 p.m.
Wellington	Guelph	Wednesday	Feb. 24.	1 p.m.
Waterloo	Berlin	Thursday	Feb. 25.	1 p.m.
Ontario	Whitby	Monday	Mar. 1.	1 p.m.
Durham	Port Hope	Tuesday	Mar. 2.	10 a.m.
Victoria	Lindsay	Tuesday	Mar. 2.	7 p.m.
Peterborough	Peterborough	Wednesday	Mar. 3.	1 p.m.
Northumberland	Cobourg	Thursday	Mar. 4.	1 p.m.
Hastings	Belleville	Friday	Mar. 5.	1 p.m.
Prince Edward	Picton	Saturday	Mar. 6.	1 p.m.
Lennox and Addington	Napanee	Monday	Mar. 8.	1 p.m.
Frontenac	Kingston	Tuesday	Mar. 9.	1 p.m.
Leeds and Grenville	Brockville	Wednesday	Mar. 10.	10 a.m.
Lanark	Perth	Thursday	Mar. 11.	10 a.m.
Renfrew	Renfrew	Friday	Mar. 12.	1 p.m.
Stormont and Dundas	Cornwall	Monday	Mar. 15.	1 p.m.
Glengarry	Alexandria	Tuesday	Mar. 16.	1 p.m.
Prescott and Russell	L'Orignal	Wednesday	Mar. 17.	1 p.m.
Carleton	Ottawa	Thursday	Mar. 18.	1 p.m.

4. I take it for granted that, as on former occasions, in each of the places above-mentioned, the Court House or Town Hall, or some other convenient building, can be procured for holding the County School Convention; and I must rely on the kind co-operation of the Local Superintendent, aided by the Trustees in each county town, to provide the needful accommodation for holding the County School Convention, and for giving due notice of the same.

5. The newspaper press in each county is respectfully requested to give notice of the time, place, and objects of the School Convention for such county.

I have the honour to be,
Gentlemen,

Your most obedient servant,

E. RYERSON,

Chief Superintendent of Education.

EDUCATION OFFICE,
Toronto, 30th January 1869.

Minutes of proceedings at each Convention, as reported by the Secretaries.

COUNTY OF OXFORD.

Woodstock, February 1.—Resolved, with respect to the proposed Common School Act, 1st. That Section No. 5 be amended to read as follows:—Each County and City Council shall, at their first meeting in each year, appoint, from among those holding the necessary certificates of qualification, one person to be Superintendent of Common Schools in such city or county, and in counties where there are or shall be more than one hundred Common Schools, the County Council may appoint two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each.

2nd. That all after the word "provided," in Section No. 8, be struck out, and the following be substituted:—"Such neglect shall be reported to the Minister of Public Instruction."

3rd. That Section No. 10 be struck out.

4th. That the following be added to Section No. 15:—"That the Trustees in cities, towns and villages, may (notwithstanding anything in this Act) impose a monthly fee not to exceed 25 cents, to cover the expenses of stationery, books and contingencies."

Moved by Mr. Douglass, seconded by Mr. W. J. McCausland, and

Resolved—That having had a lengthy discussion with the Chief Superintendent of Education, upon the amended Grammar School Bill, this Convention expresses its general concurrence in said bill, provided the words "and towns" be added to the second line of clause 8, and recommend its adoption, as thus amended, by the Legislature of Ontario at its next session.

COUNTY OF BRANT.

Brantford, February 2.—Moved by Rev. Wm. Stewart, B.A., and seconded by the Rev. J. Gemley, and resolved that so much of the proposed amendments to the Common School Act as refers to the qualification, appointment, and remuneration of County Superintendents be approved of by this Convention, allowing towns like counties, however, the privilege of nominating their own Superintendent.—Carried.

In amendment—It was moved by Mr. A. McEwen, and seconded by Mr. George Bryce, that it is not desirable that any change should be made from the present mode of appointing Local Superintendents, unless restrictions be put on their qualification for the office.—Lost.

The first part of Section No. 10 was then read and submitted, when it was moved by Mr. James Bellhouse, and seconded by Mr. A. McEwen, that clause No. 10 of the contemplated School Act be not recommended.—Carried.

In amendment—It was moved by the Rev. W. Stewart, and seconded by Mr. W. H. C. Kerr, that so much of Section 10 as refers to minimum salaries of teachers be approved of by this Convention.—Lost.

Section No. 12 was then submitted for approval, when it was moved by Mr. Turnbull, and seconded by Mr. Hunter, that Section 12 be not adopted.—Lost.

Sections No. 13 to 25 inclusive, were then read and carried.

COUNTY OF NORFOLK.

Simcoe, February 3.—It was moved that the appointment of County Superintendents by the Provincial Government, upon the nomination of the County Council, as set forth in the first seven clauses of the amended School Act, would tend to the advancement of our educational interests, and to the rendering still more efficient our school system. It was moved in amendment that the appointment of County Superintendents by the Government upon the nomination of the County Council, is objectionable, inasmuch as such officer is not sufficiently responsible to the people, whose interest he is intended to serve. Moved, in amendment to the amendment, that it should be left permissive with the County Councils to appoint County or Township Superintendents of Common Schools, in accordance with the proposed qualifications in the new bill. The last amendment, having been put to the meeting, was lost. The first amendment was then put, and carried by a vote of two to one—yeas, 51; nays, 22. The friends of the original motion requested that a vote should be taken on their motion, and after some little discussion as to the propriety of voting on a motion after an amendment to it had carried, a division was called for, when it was lost by a vote of 25 to 45. The next topic presented was the authority of the County Superintendent relative to adequate and suitable school accommodation, as contained in the 8th clause of the Act. This was disapproved of by a vote of 21 against 11. The 9th clause, relating to the proposed Board of Examiners, was approved of by a unanimous vote. The clause relating to the minimum salary of male teachers being \$300, and of female teachers being \$200, was approved of by a large majority, only five voting against it. The other clauses of the Act were read over, all of which, especially those relating to the schools being made free throughout the Province, and the compelling of children to attend, received the hearty approval of those who remained.

COUNTY OF HALDIMAND.

Cayuga, February 4.—It was moved by Rev. Mr. Wilson, seconded by Mr. Thomas Messenger, that the present law, namely, that the superintendence of the schools in any county be committed either to one County Superintendent or to Townships Superintendents, according to the pleasure of the people.

It was moved in amendment by Mr. Stewart Mulvey, seconded by the Rev. W. Kennedy, that the appointment of County Superintendents, contemplated by the Common School Bill, would be a vast improvement in the Common School system, provided that said offices could be made available to practical educationists, as provided by the bill.

The Chairman declared the amendment carried.

It was moved by Mr. Robert Shirra, seconded by Mr. Alexander Taylor, that a clause be introduced into the proposed Common School Amendment Act, leaving to towns and villages the option of appointing Superintendents, fixing their salaries, &c.; and that such towns and villages, appointing their own Superintendents, be exempt from county taxation for the payment of County Superintendent's salaries.—Carried.

The clause of Section 10, regulating the minimum salaries of teachers, was affirmed. The 11th and 12th Sections were also affirmed. On the section being read regarding free schools,

It was moved by Mr. Thomas Messenger, seconded by Mr. David Almas, that it was the opinion of this meeting that the law respecting Free Schools should be left as at present, permissive.

This motion, on being put, was declared lost.

The remaining clauses of the contemplated bill were declared carried and affirmed, and an additional one, lengthening the summer vacation of the schools from the 15th of July to the 15th of August, in each year, was carried.

The bill relating to Grammar and High Schools was then taken into consideration, and its leading features explained by the Doctor.

It was moved by Mr. Thomas Messenger, seconded by Mr. R. Shirra, that the sum required to be raised from local sources for the support of High Schools, be one-half of the sum apportioned from the High School Fund, as in the present Grammar School Law.—Lost by a majority of one, the vote being 9 to 8.

 COUNTY OF WELLAND.

Welland, February 5.—The Chairman then read the first sections of the new bill, which were to the effect that the office of Local Superintendents in townships, cities, towns, and villages should be abolished; and that there should be but one Superintendent, to be called the County Superintendent, in each county, union of counties, or city, except in cases where there are more than one hundred Common Schools, in which case it shall be lawful to appoint a second Superintendent.

It was then moved by Rev. Mr. McLeod, seconded by Rev. Mr. Baxter, that this Convention do heartily approve of these clauses.

The resolution, on being put to the meeting, was declared carried.

Sheriff Hobson moved, seconded by Mr. A. Reid, that the 4th section of the bill, relating to the qualification for County and City Superintendents, be approved of by this Convention.—Carried.

The principal discussion took place in reference to the 5th section, which reads as follows :—

“Each County and City Council shall nominate, from those holding the necessary certificate of qualification, one person to be Superintendent of Common Schools in such city or county, and in counties where there are or shall be more than one hundred Common Schools, the County Council may nominate two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each, and the Lieutenant-Governor in Council shall appoint the person or persons so nominated, to hold office during pleasure.”

It was moved by Mr. Hellems, seconded by Mr. John Dunigan, that in the opinion of this Convention, the appointment of County Superintendents should rest entirely with the County Council.—Lost.

Mr. Reid moved, seconded by Mr. I. P. Willson, in amendment to the original motion, that the Convention approve of the 5th section as it stood in the bill.—Carried.

Rev. Mr. Briggs moved, seconded by Rev. Mr. Cooper, in amendment to the amendment, that the County Council should have the right to nominate three persons having the requisite qualifications, and that the Government have it at their discretion to appoint any one of the three.

On being put to vote, Mr. Reid's amendment, in favour of the section as it stands, was carried.

The other sections were approved of up to the 10th, which reads as follows :—

“The minimum salary of any legal qualified male teacher shall be at the rate of \$300 per annum, and the minimum salary of any legally qualified female teacher shall be at the rate of \$200 per annum; and no legally qualified teacher, after having been employed six months in a Common School, shall be dismissed without the concurrence of the County Superintendent expressed in writing.”

Rev. Mr. Briggs moved, seconded by Rev. Mr. Baxter, that the first part of the above section, relating to the salaries of teachers, be approved of.

The motion finally carried, and the first part of the tenth section was approved of. The second part of the section, relating to the dismissal of teachers, was disapproved of by the Convention.

The remaining sections of the bill, and the Grammar School Bill, were read over, and approved of without much discussion.

COUNTY OF LINCOLN.

St. Catharines, February 6.—Common School Act carried as it stands, except 10th and 15th sections.

5th Section. Moved in amendment by Mr. O. J. Phelps, seconded by Mr. William Eccles, that each County Council, and each City Council, shall, at their first meeting in each year, appoint from among those having the necessary certificates of qualification, one person to be Superintendent of Common Schools in each county or city; and that in counties where there are more than one hundred Common Schools, the County Council

may appoint two persons holding such certificates to be Superintendents, and prescribe the territorial limits of each.—Lost.

10th Section. Moved in amendment by Dr. Comfort, seconded by Mr. Robert Lawrie, that the last clause of the section, relating to the dismissal of teachers, be expunged, and that the first clause of the section be adopted.—Carried.

15th Section, relating to Free Schools, lost.

COUNTY OF YORK.

Newmarket, February 8.—J. P. Wells, Esq., M.P., Chairman, submitted the new Common School Act clause by clause to the meeting.—Bill carried as it stands.

Moved by Dr. Bentley, seconded by Mr. Watson, that the words, "and villages," be struck out of the 1st clause of the New Grammar School Bill.—Carried.

COUNTY OF SIMCOE.

Barrie, February 9.—Mr. Wilson, of Bradford, moved, seconded by Mr. Alport, of Muskoka, that in the opinion of this meeting, clause 1 of the Act, to amend the Common School Act of Ontario, be struck out.—Carried.

The Chairman then stated that it would be unnecessary to take up such of the other clauses as were dependent upon the first, as a majority of the meeting had declared against the appointment of County Superintendents being made compulsory.

A motion adverse to the 4th clause was also carried, on motion of Mr. Wilson, seconded by Mr. Spencer.

Moved by Mr. King, seconded by Mr. Morrow, that the 1st clause of section 10, which refers to the minimum salary of any qualified teacher, be adopted.—Carried.

Moved by Mr. McConkey, seconded by Mr. Morrow, that the free school system be adopted.—Carried.

Moved by Mr. Bird, seconded by Mr. King, that section 16, in reference to compulsory education, be adopted.—Carried.

Moved by Rev. G. R. Northgraves, seconded by Mr. Parker, that section 11 be struck out.—Lost.

(This section refers to the establishment of Township Boards).

COUNTY OF GREY.

Owen Sound, Feb. 10.—Sections 1 and 11 carried. Section 4. Moved in amendment by Rev. T. Stevenson, seconded by Rev. R. Dewar, that in the opinion of this meeting, the qualification for local superintendent should be clearly defined by statute, and not left to the dictum of an irresponsible body like the Council of Public Instruction, and that the appointment of local superintendents should be in the hands of the County Council, subject to the approval of the Lieutenant-Governor in Council, on the party appointed producing satisfactory proof of being possessed of the necessary qualifications, and that this meeting regards the proposal to constitute the Council of Public Instruction an examining body, on whose certificate alone an applicant's fitness shall be determined, with disfavor.—Lost.

Section 4 carried.

Section 5 carried.

Section 6 carried.

Section 7. Moved in amendment by Mr. Greer, seconded by Mr. H. J. Strang, that the minimum be fixed at \$800, and that the maximum be done away with.—Lost.

Section 7 carried.

Section 8. Moved in amendment by Mr. Thos. Gordon, seconded by Rev. J. Hunt, that in any case the trustees of the section interested shall have the right of appeal to the Minister of Public Instruction.—Carried. Section 8, so amended, carried.

Section 9. Moved in amendment by Mr. T. Gordon, seconded by Mr. H. J. Strang, that in counties where there are two superintendents, there should be two Boards of Examiners.—Carried. Section 9, so amended, carried.

Sections 10, 11, 12 carried.

Sections 16 and 17 carried.

Moved by Rev. J. Hunt, seconded by Mr. McKay, that the thanks of this meeting are due to, and are hereby presented to the Rev. Chief Superintendent for his clear and satisfactory exposition of the proposed Common School Amended Act.—Carried.

COUNTY OF BRUCE.

The Chief Superintendent submitted the following propositions to the Convention:—

Walkerton, Feb. 11.—Do you approve (1) of County Superintendents in place of Township superintendents ?

2. Of the qualifications of County Superintendents being prescribed as proposed ?

3. Of the proposed mode of appointing County Superintendents, and of providing for their salaries ?

4. Of the proposed method of deciding upon the adequacy of school accommodation ?

5. Of the proposed County Boards of Examiners ?

6. Of fixing the minimum salary of legally qualified teachers as proposed ?

7. Of the proposed means of establishing Township Boards of School Trustees ?

8. Of the proposed means of preventing sudden changes in the limits of school sections, unless desired by a majority of the rate-payers in said sections, and of giving to individual rate-payers the right of appeal when transferred from one section to another against their will ?

9. Of having all the schools made free by law ?

10. Of the proposed means of securing the Common School education of all children as provided by law ?

11. Of giving school trustees the same right to erect teachers' residences as to provide adequate school accommodation ?

No. 1 was opposed by a resolution of Rev. W. Fraser, of Kincardine, and spoken to at length by several gentlemen, who, however, did not confine their remarks to the precise subject under consideration.

On a vote being taken, the affirmative was carried by a large majority.

Nos. 2, 3, and 4 carried unanimously.

The Convention supporting the suggestion that the Government should pay one-half of the *actual* salary of the superintendents instead of half the *minimum* only.

Rev. Mr. Moffatt moved in amendment that there be 5 members to form a County Board ; the affirmative, however, was carried.

The whole of the remaining questions were carried unanimously.

COUNTY OF HURON.

Goderich, Feb. 12.—Moved by Rev. Mr. McDonald, seconded by Mr. Bishop, that the appointment of superintendents be left with the County Council.

Moved in amendment by Rev. W. H. Poole, seconded by Mr. H. D. Cameron, that this meeting approve of the appointment of a County instead of Township Superintendents. The amendment was carried.

Clauses 2, 4, 5, 6, carried.

Moved by Mr. Wm. Kay, seconded by Mr. C. Crabb, that the Government provide one-half the salary of the County Superintendent.—Carried.

Clauses 8 and 9 carried.

Moved by Mr. Crabb, seconded by Mr. Bonis, that it is inexpedient to adopt clause 10 (free schools). Lost on a division.

Clauses 11, 12, 13, 14, 15, 16, 17 (compulsory), and 18 were carried.

It was agreed that the midsummer holidays would be best between the 15th of July and the 15th of August.

The Grammar School Bill carried as it stands.

COUNTY OF PERTH.

Stratford, Feb. 13.—Clauses 1, 2, and 3 of the Common School Bill were unanimously agreed to. To clause 4—relative to the qualifications of City and County Superintendents—Mr. Smith moved, seconded by Mr. Macpherson, to add the words,—“Provided that pre-

vious attendance or non-attendance at any particular institution shall not be considered in determining the fitness of any candidate for a certificate."

Mr. C. J. McGregor, as the exponent of the views of the teachers who had met that morning in the school-house, proposed, seconded by Mr. Tytler, of St. Mary's, to strike out the fourth clause, and substitute the following:—"Every County and City Superintendent shall at least possess the qualifications of a first-class Common School teacher, or a head master of a Grammar School, and shall have had—year's experience as a teacher in the Province of Ontario."

In the debate which ensued on this subject, exception was taken to the Council of Public Instruction—that many of the members composing it were not men acquainted with the practical work of teaching.

Mr. McGregor's amendment was lost, and that of Mr. Smith adopted, and the clause as amended was adopted.

Clauses 5 and 6 were adopted.

To the 7th section, Mr. Smith moved, seconded by Mr. Buckingham, certain words declaring that the county council shall fix the salary of the County Superintendent. The clause, as printed in the Bill, reads as follows:—"7. The salary of a county or city superintendent shall not be less than at the rate of six hundred dollars per annum, and not more than at the rate of twelve hundred dollars per annum, and shall be paid quarterly, of which the sum of three hundred dollars shall be defrayed and borne out of the consolidated revenues of the Province, and the balance shall be provided by the City or County Councils." Dr. Ryerson maintained that under this clause the County Council would fix the salary; but on the other hand it was contended that it was not clear whether the salary was to be fixed by the County Council, which nominated, or the Governor-in-Council, who appointed.

The amendment was lost by 19 to 22, and the clause was adopted.

Clause 8 was then read as follows:—"8. The County Superintendent shall have authority to decide upon the adequacy and suitableness of school accommodations; and should any School Corporation not provide satisfactory accommodations within twelve months after they have been notified by the City or County Superintendent, of the inadequacy or unsuitableness of the school accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant." Mr. Smith moved to strike out all the words after the word "provided," and substitute the following:—"Such neglect shall be reported to the Minister of Public Instruction." This was to prevent the County Superintendent setting up any standard he pleased, and if it were not adhered to, withholding the school grant. Dr. Ryerson, however, gave an assurance that the adequacy and suitableness of school accommodations throughout the Province would be declared by the Council of Public Instruction, and not left to the discretion of the County Superintendents, and on that assurance the amendment was withdrawn.

Clause 9 was adopted.

Mr. Shillinglaw objected to clause 10, fixing the minimum salaries of male teachers at \$300, and of female teachers at \$200; but it was adopted. Mr. Shillinglaw also opposed clause 11—providing for the establishment of Township Boards of Common School Trustees—and with the like result.

On clause 16—the "compulsory education clause"—Mr. Idington and others called for a division; but it was carried.

Mr. Smith proposed to amend clause 17—which provides for the prosecution of persons having charge of children who neglect to send them to school—by declaring that no such prosecution should take place, except with the consent of the Board of School Trustees; but Dr. Ryerson stated that the bill would be amended by taking prosecutions out of the hands of private individuals, and making Boards of Trustees the prosecutors, and the amendment was thereupon withdrawn.

The remaining clauses of the bill were then adopted without amendment. The Grammar School Bill was next taken up. The first clause was adopted.

To the second clause, providing that Grammar or High School Trustees shall be elected in the same manner as Common School Trustees, Mr. Smith moved to add, seconded by Rev. Mr. Macpherson, "Provided that where the County Council grants aid to any high school in any municipality, the council of the said county, and of the said

municipality respectively, shall each appoint three members of the Board of Public School Trustees in the said Municipality, in addition to the elected members of the said Board, in manner as now provided." Dr. Ryerson opposed the amendment; but it was contended that if the County Councils were called upon to assist in supporting the schools, they should have representatives on the Respective School Boards, and the amendment was carried unanimously.

Clause 3 provides for teaching in high schools the higher branches of an English education, and the Latin and Greek languages to those pupils whose parents or guardians may desire it. Mr. Smith proposed to insert after "Greek," the words, "and where practicable the French." But Dr. Ryerson stated that it was intended to insert a provision for giving instruction in the French, German, and Italian languages, where the Boards of School Trustees desired it; and the proposed amendment was consequently withdrawn.

Clause 5 declares that no high school shall share in the Grammar School Fund, unless a sum at least equal to that apportioned from the fund shall be provided from local sources. Mr. Smith, seconded by Mr. Buckingham, moved to amend the clause by leaving the amount to be provided from local sources as at present—at least *one-half* the sum received from the Grammar School Fund. The amendment was carried.

COUNTY OF KENT.

Chatham, February 17.—1st. Do you approve of County Superintendents in place of Township Superintendents?—Carried.

2nd. Do you approve of a qualification of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposed mode of appointing County Superintendents, and of providing for their salaries?

Moved in amendment to the 3rd question by Dr. Cross, seconded by Mr. Young, that the question just read be not adopted, but that the law remain as it is with regard to the appointment of Local Superintendents, and the payment of the same.—Lost.

The question was then put and carried.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodations?—Carried.

5th. Do you approve of the proposed County Boards of Examination?—Carried.

6th. Do you approve of fixing the minimum salaries of male and female legally qualified teachers as proposed?—Carried.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Carried.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the rate-payers of such sections, and of giving individual rate-payers the right of appeal when transferred from one section to another against their will?—Carried.

9th. Do you approve of having all the schools made free by law?—Carried.

10th. Do you approve of the proposed means of Common School education—of all children between the ages of seven and twelve years, as proposed by the 16th and 17th clauses of the bill?—Carried.

Moved by Mr. Wm. Douglass, seconded by Mr. A. S. Holmes, that the draft of the Grammar School Bill, as read, be adopted.—Carried.

COUNTY OF MIDDLESEX.

London, February 18.—The following recommendations were submitted, and each clause voted upon the same as a resolution, in the following order, and passed without amendment:—

1st. Do you approve of appointing County Superintendents, instead of Local Superintendents?

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?

Mr. W. T. Erith took exception to this clause, and pointed out what he considered discrepancies in the musical and mechanical teaching, in the natural philosophy at present used in the school, under the sanction of the Board of Public Instruction. He moved an amendment that the matter be left to the County Boards.

The Chief Superintendent gave satisfactory explanations in reference to the matter.

3rd. Do you approve of the proposed means of appointing County Superintendents—minimum salary to be \$600; maximum, \$1200—half paid by the Government, and the balance by the county?

4th. Do you approve of the proposed means decided upon to remedy the inadequacy of school accommodation?

In such cases the County Superintendents have to decide, and any school corporation not making sufficient provision, shall be deprived of the Legislative Grant.

5th. Do you approve of the proposed Boards of Examiners?

This board is for licensing teachers, and is to be composed of the County Superintendents or Superintendent, and two other competent persons, whose qualifications shall be prescribed by the Council of Public Instruction.

6th. Do you approve of the minimum salary of male and female teachers equally qualified, as proposed?

The act fixes the minimum salary of the former at \$300, and of the latter at \$200.

7th. Do you approve of the establishment of Township Boards?

The 11th section of the Act provides that the Municipal Council of any township shall have authority to establish Township Boards by vote expressed at school meetings, and abolish section trustees.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the rate-payers, and of giving the right of appeal?

The 12th clause of the Act gives any rate-payer the right of appeal to the County Superintendent, who shall decide whether or not the change shall be made.

9th. Do you approve of all Common Schools being Free Schools?

10th. Do you approve of securing the education of all children between the ages of seven and twelve, as provided for by the 16th and 17th clauses of the bill?

The 16th clause of the Act provides for the compulsory education of children between the ages of seven and twelve years, and the 17th clause for the imposition of a fine in case of delinquency, and of imprisonment until paid.

Mr. S. H. Graydon called the attention of the superintendent to the necessity of taking action to exclude young children. The schools were crowded with children, some not more than five years old, and in this respect the junior schools were more like nurseries than schools.

Dr. Ryerson said it would be well to have one uniform time of vacation, and was in favour of fixing it from the 15th of July, to the 15th of August in each year.

This recommendation was adopted by the meeting.

With respect to the Grammar School Bill, it was moved in amendment by Mr. Proudfoot, seconded by Mr. John A. Scoon, "That the Boards of High and Common School Trustees shall be elected and constituted, wherever there is a High School, as the United Boards of Grammar and Common School Trustees are at present; and where there is not a High School, the Boards of Common School Trustees shall be elected and constituted as under the present Common School Act, and each of the Boards of High and Common Schools shall be a corporation, as in the bill."—Carried.

It was then moved by Rev. Mr. Proudfoot, seconded by Rev. John Scott, in amendment to the 9th section of the Act, that whereas it is desirable to render more perfect the educational interests of the Province, especially as grants hitherto made to denominational colleges have been withdrawn, to have at least four collegiate institutes intermediate between the High Schools and University College; that the High Schools in Ottawa, Kingston, Hamilton, and London shall be constituted collegiate institutes, with the consent of the cities in which they are respectively located; that in them a superior classical, mathematical, and commercial education shall be given; that they shall have at least four masters each, and that it shall be lawful for the Lieutenant-Governor in Council to authorize the payment out of the Superior Education Fund of half the amount required for

the support of said collegiate institutes ; further, that pupils from counties around that in which each is situated, shall be admitted on the same terms as pupils residing in said county, the councils of their respective counties being required to contribute *pro rata* towards the sum which may require to be provided from local sources ; further, that such collegiate institutes shall be open to both male and female pupils.—Carried.

COUNTY OF ELGIN.

St. Thomas, February 19.—The first proposition was submitted, namely, that this meeting approve of County Superintendents in place of Township Superintendents ; when it was moved by His Honour Judge Hughes, seconded by Mr. John McKay, that the first proposition be adopted.—Carried.

The second proposition was then submitted, namely, that the qualification of Local Superintendents be such as in the proposed bill.

Moved in amendment by Rev. G. Cuthbertson, seconded by Mr. John Farley, that the qualification of Local Superintendents be, that they hold a certificate from the Normal School, or be a graduate of a university.—Lost.

When it was moved by Mr. John McKay, seconded by the Rev. Dr. Caulfield, that the second proposition be approved.—Carried.

The third proposition was then submitted, viz. : that Local Superintendents be selected and nominated by County Councils as in proposed bill.

When it was moved by Mr. George Kains, seconded by Mr. H. Caldwell, that the third proposition be approved.—Carried.

The fourth proposition, namely, that the adequacy of school accommodation be approved by Local Superintendents, was submitted.

When Mr. G. T. Claris moved, seconded by Mr. J. Laing, that the fourth proposition be adopted.—Carried.

The ninth clause, that each County Council appoint a County Board of Examiners, as in proposed bill, was then considered.

When it was moved by the Rev. George Cuthbertson, seconded by Mr. George Suffel, that the ninth clause be adopted.—Carried.

The tenth clause, that the minimum salaries of male teachers be \$300, and that of female teachers be \$200, was then considered.

When it was moved by Dr. Gustin, seconded by Mr. Samuel Price, that the tenth clause be adopted.—Carried.

The eleventh clause, that Township Councils may appoint Township Boards of School Trustees at the request of a majority of school sections, was then submitted.

After which it was moved by Mr. John McLean, seconded by the Rev. Mr. Warner, that the eleventh clause be adopted.—Carried.

The twelfth clause, namely, that no by-law of a Township Council to alter the boundaries of a school section, shall take effect before the expiration of one year from the 25th December next, after the passing of such by-law as in proposed bill, was then submitted.

When it was moved by Mr. Samuel Price, seconded by Mr. Stephen Wade, that the twelfth clause be adopted.—Carried.

The twenty-ninth clause, that Common Schools be free, was next considered.

When Mr. Jabel Robinson moved, seconded by Mr. John McKay, that the twenty-ninth clause be adopted.—Carried.

The thirtieth clause, to adopt means to compel the attendance of children at school, was then read.

On motion of Mr. J. Farley, seconded by Rev. G. Cuthbertson, the thirtieth clause was carried.

Dr. Ryerson read the clause in the proposed amended Grammar School Act.

After some discussion, it was moved by His Honor Judge Hughes, seconded by the Rev. Mr. Warner, that the proposed change in the Grammar School Act be adopted.—Carried.

COUNTY OF WENTWORTH.

Hamilton, Feb. 20.—Moved by Mr. H. Hall, of Binbrooke, seconded by Mr. Moss J.

Olmstead, of Saltfleet,—That, in the opinion of this Convention, the office of Local Superintendent of Common Schools in Townships ought not to be abolished.—Carried.

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed ?

Moved in amendment by Mr. Macallum, seconded by Mr. Buchan, that

4. The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of candidates, for certificates of qualification, and grant certificates of qualification : and no one not holding such certificate of qualification shall be eligible to be appointed a Superintendent, and all candidates for the office of County Superintendent shall be required to have taught school for at least five years. Lost. The second question was therefore answered in the affirmative.

3rd. Do you approve of the proposed mode of appointing County Superintendents, and of providing for their salaries ? Not discussed.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodation ?

[The clause referred to is :

8. The County Superintendent shall have authority to decide upon the adequacy and suitability of school accommodations ; and should any school corporation not provide satisfactory accommodations within twelve months after they have been notified by the County or City Superintendent, of the inadequacy or unsuitableness of the school accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant.

Answered in the affirmative.

5th. Do you approve of the proposed County Boards of Examiners ?

Each County and City Council shall appoint a County or City Board of Examiners, for the examination and licensing of teachers, consisting of the County Superintendent or Superintendents, and two other competent persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

In answer to a question by Mr. D. McCulloch, Dr. Ryerson replied that there could be no objection to substituting "City Board of School Trustees" for "City Council."—Assented to.

6th. Do you approve of fixing two minimum salaries of male and female legally qualified teachers, as proposed ? Clause referred to :

"The minimum salary of any legally qualified male teacher shall be at the rate of \$300 per annum, and the minimum salary of any legally qualified female teacher shall be at the rate of \$200 per annum ; and no legally qualified teacher, after having been employed six months in a Common School, shall be dismissed without the concurrence of the County Superintendent expressed in writing."

Dr. Ryerson explained that he had decided to expunge from clause 10 all after "at the rate of \$200 per annum," which was accordingly done. As to the salaries : in the county of Wentworth, for the past few years, the average salaries of male teachers was \$360, and of females \$211, thus being above the proposed minimum.—Carried.

After some further discussion the question was assented to.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees ?

Clause referred to :

[11. The Municipal Council of any Township shall have authority to establish a Township Board of Common School Trustees, as now provided by law, at the request of the majority of the school sections of such township, expressed at the annual school meeting or a special school meeting of such section.]

Nays, 1 ; yeas, 9 ; the city representatives not voting.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, &c. ?

Clause referred to :

[12. No By-law or resolution of a Township Council to alter the boundaries of a school section, shall take effect before the expiration of one year from the 25th of December next, after the passing of such by-law or resolution, unless at the request of the

majority of the ratepayers of such section ; and in the event of a change in the limits of a school section, any rate payer in the section affected shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether or not such change shall be made.]

Moved by Mr. Hall, and seconded by Mr. Calder, that all after the words "rate-payers of such," be expunged, and the following inserted : "sections as are to be affected thereby."—Carried.

9th. Do you approve of having all the schools made free by law ?

[Clause referred to :

15. All the Common Schools shall be free schools ; and the Trustees of school sections or Township Councils, and the Municipal Councils of cities, towns, and villages shall, in the manner now provided by law, levy and collect a rate upon all taxable property of the school division or municipality, to defray the expenses of said schools, as determined by the trustees thereof.]—Carried.

COUNTY OF PEEL.

Brampton, Feb. 22.—Common School Act carried as it stands. Grammar School Act carried as it stands.

COUNTY OF HALTON.

Milton, Feb. 23.—Common School Act carried as it stands, except

Moved in amendment by Mr. R. Matheson, seconded by Judge Miller, that the County Superintendents should hold office "during good behaviour," and not "during the pleasure" of the Government.

Grammar School Act carried as it stands.

COUNTY OF WELLINGTON.

Guelph, February 24.—The first three clauses abolishing Local Superintendents, providing for the appointment of County Superintendents, and for Superintendents in cities and towns, who shall have the same power as County Superintendents, were adopted on motion of Mr. Wm. Whitelaw, seconded by Rev. Mr. Ball.

The fourth clause, relating to the qualification and mode of examination of Superintendents, was adopted on motion of Mr. Ball, seconded by Mr. Geo. Barron, of Elora.

The fifth clause, which provides that each County Council or Board of School Trustees shall nominate Superintendents, who shall afterwards be appointed by the Lieutenant-Governor to hold office during pleasure, gave rise to considerable discussion. Mr. Elliott thought it would give more satisfaction if the word nominate was changed to appoint, thus giving the County Council or Board of School Trustees power to make such appointments. He moved, seconded by Mr. Whitelaw, that the word be so changed.

Mr. Wm. Stevenson moved, seconded by Mr. Barron, that the word remain as it is. After some further discussion the amendment to retain the clause as printed in the Bill was carried.

Sections 6, 7, 8, 9, and 10, were carried without any discussion.

Section 11, relating to the establishment of Township Boards, was objected to by Mr. Stirton and several others from the country, on the ground that under the working of such a Board, some sections might be neglected, and others unduly fostered to the detriment of the rest. A motion to make the change by a two-thirds majority instead of a majority was voted down, though most of those present from the country voted for the motion.

The clauses making all schools free, and providing for compulsory education, were carried, so also were all the remaining clauses.

COUNTY OF WATERLOO.

Berlin, February 25.—Common School Act. Three first clauses lost.

Section 4. Moved by Rev. Mr. Murdoch, seconded by Mr. A. Moyer, That in the event of County Superintendents being appointed, the 4th clause be adopted.—Carried.

Section 5. Moved in amendment by Mr. Young, seconded by Mr. James Phin, That the County Council appoint the Superintendent.—Carried.

Section 7. Moved in amendment by Mr. Allan, seconded by Mr. Carlyle, That the maximum salary be not fixed, but be left to the discretion of the County Council.—Lost.

Clauses 8 and 9 were carried without discussion, and also 10, it being understood that the latter portion respecting the dismissal of teachers be struck out.

Clauses 11 and 12 affirming the principle of Township Boards and the regulation of section boundaries were passed after an explanation.

Clause 15, respecting free schools was also passed, and as conversation became somewhat general, clauses 16 and 17, providing for compulsory education, were also declared passed by the Chairman, but upon this fact being made known, much surprise and indignation were expressed, as amendments would have been moved and carried. After this the remaining clauses were passed without comment, and the additional clause fixing the summer vacation from the 15th of July to the 15th of August, was also approved of.

No discussion took place on the Grammar School Bill, but Dr. Ryerson gave the assurance that the objectionable clause leaving the election of Grammar School Trustees to the people, instead of the County and Town Councils, as at present, would be amended. With this assurance it was felt that no further discussion was necessary. After votes of thanks to the Chairman and Dr. Ryerson, the meeting dispersed.

COUNTY OF ONTARIO.

Whitby, March 1.—Common School Act carried as it stands, except

1st clause. Moved in amendment by Mr. T. Radcliffe, seconded by Mr. J. Burns, That the provisions of the existing school law, in respect to Local Superintendents, remain unchanged, inasmuch as it is at present optional with the people whether they shall have County or Township Superintendents.

Moved in amendment to the amendment by Mr. S. B. Fairbanks, seconded by Mr. Harrison, That the propositions respecting the office, etc., of County Superintendents as contained in the first four clauses of the Draft Bill, submitted by the Chief Superintendent, be approved of by this meeting.—Carried.

3rd clause. Moved in amendment by Mr. G. H. Grierson, seconded by Mr. Farewell, That the County Council shall appoint such Superintendents (and pay their salaries) out of the number of those duly qualified according to law.—Carried.

Grammar School Act carried as it stands.

COUNTY OF DURHAM.

Port Hope, March 2.—1st. Do you prefer County Superintendents to Township Superintendents?

Moved in amendment by Mr. Beamish, seconded by Mr. Baird, That this meeting approves of County Superintendents, and, if desired, of Superintendents for cities and towns.—Carried.

2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposed mode of appointing County Superintendents and of providing for their salaries?—Lost.

Moved in amendment by Mr. E. W. Powers, seconded by Dr. Corbett, That in the opinion of this meeting County Councils should possess the same power of appointing County Superintendents as heretofore.—Carried.

4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodation?—Carried.

An amendment to strike out clause 8 having been lost—

5th. Do you approve of the proposed County Boards of Examiners?—Carried.

6th. Do you approve of fixing the minimum salaries of legally-qualified male and female teachers, as proposed?—Carried.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Lost.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the ratepayers in such section, and of giving individual ratepayers the right of appeal, when transferred from one section to another against their will?—Carried.

9th. Do you approve of having all the schools made free by law?—Carried.

10th. Do you approve of the proposed means of securing the Common School education of all children between the ages of seven and twelve years, as proposed by the 16th and 17th clauses of the bill?—Carried.

The remaining clauses of the bill were carried, without a vote, in detail.

Grammar School Act.—Carried as it stands.

COUNTY OF PETERBOROUGH.

Peterboro' March 3.—Common School Act, clause 4. Moved in amendment by Mr. Dixon, seconded by Mr. Dunlop. Any person having taught a Public School for at least three years, either as a first class teacher of a Common School, or as head master of a Grammar School, or any one who, at the passing of this Act, is a County Superintendent of schools, shall be considered to have the necessary certificate of qualification of a County or City Superintendent.—Carried.

Section 9. Moved in amendment, by Mr. Dixon, seconded by Mr. Stratton, that the Province be divided into circuits, containing five Superintendents, who shall form an examining board for the circuit, and that the Chief Superintendent should nominate seven persons from among the members of these circuit boards, who should constitute an examining board for the granting of Provincial certificates. Teachers only who hold first class circuit certificates, and who had taught school for at least three years, upon the recommendation of the County Superintendent, to be eligible for examination for Provincial certificates.—Carried.

All the remaining clauses of the bill passed.

COUNTY OF NORTHUMBERLAND.

Cobourg, March 4.—Common School Act.—Carried as it stands.

Grammar School Act.—Carried as it stands.

COUNTY OF HASTINGS.

Belleville March 5.—Moved by Mr. F. McAnnany, seconded by Dr. Boulter. 1st. Do you approve of County Superintendents in place of Township Superintendents?—Carried.

Moved by Mr. Daley, seconded by Mr. Stedman. 2nd. Do you approve of the qualifications of County Superintendents being prescribed as proposed?—Carried.

3rd. Do you approve of the proposal mode of appointing County Superintendents, and of providing for their salaries?—Carried.

Moved by Mr. Diamond, seconded by Mr. Wesley. 4th. Do you approve of the proposed method of deciding upon the inadequacy of school accommodations?—Carried.

Moved by Dr. Boulter, seconded by Mr. Farley. 5th. Do you approve of the proposed County Boards of Examiners?—Carried.

6th. Do you approve of fixing the minimum salaries of legally qualified male and female Teachers, as proposed?

There were several amendments proposed, all having a tendency to allow the salaries of the teachers to remain in the hands of the Trustees; one moved by Mr. Ostrom, seconded by Mr. Bird; and another moved by Mr. Thompson, seconded by Mr. J. S. Huffman.

The original motion, approving of fixing the minimum salaries of teachers, was carried by a large majority.

7th. Do you approve of the proposed means of establishing Township Boards of Trustees?—Carried.

8th. Do you approve of the proposed means of preventing sudden changes in the boundaries of school sections, unless desired by a majority of the ratepayers in such

sections, and of giving individual ratepayers the right of appeal, when transferred from one section to another against their will?—Carried.

9th. Do you approve of having the Public Schools made free by law?—Carried.

10th. Do you approve of the proposed means of securing the Common School Education of all children between the ages of 7 and 12 years, as proposed by the 16th and 17th clauses of the bill?—Carried.

Grammar School Act carried as it stands.

COUNTY OF PRINCE EDWARD.

Pictou, March 6.—1st. Do you approve of the appointment of County Superintendents, and of the Council of Public Instruction prescribing their qualifications?—Approved.

2nd. Do you approve of the mode of appointing County Superintendents and of providing their salaries?—Approved.

3rd. Do you approve of the proposed method of deciding upon the adequacy and suitability of school accommodation?—Approved.

4th. Do you approve of the appointment of the proposed Board of Examiners?—Approved.

5th. Do you approve of fixing the minimum salaries of legally qualified teachers?—Not approved.

6th. Do you approve of the appointment of Township Boards of Trustees if the majority of the school sections interested desire it?—Not approved.

7th. Do you approve of the proposed arrangement in reference to changing the boundaries of school sections?—Approved.

8th. Do you approve of making all schools free by law?—Approved.

9th. Do you approve of the clause compelling parents to send their children to school?—Approved.

10th. Do you approve of giving Trustees the power to erect a teacher's residence if they desire?—Not approved.

Grammar School Act carried as it stands.

COUNTIES OF LENNOX AND ADDINGTON.

Napanee, March 8.—1st. Do you approve of the appointment of County Superintendents?—Lost.

2nd. Do you approve of the qualifications of Superintendents as suggested?—Carried.

3rd. Their appointment } Carried.

4th. And powers. }

5th. Boards of Examiners to be appointed.—Carried

6th. Minimum salaries to teachers.—Lost.

7th. Township Trustees.—Carried.

8th. On the formation of sections.—Carried.

9th. That all schools be made free by law.—Carried.

10th. Compulsory education as proposed.—Carried.

11th. Dwellings for teachers.—Lost.

12th. Summer vacation from 15th July to 15th August.—Carried.

COUNTY OF FRONTENAC.

Kingston, March 9.—The motion to the effect that the office of County Superintendent supersede that of the present Township Superintendents, was the signal for considerable discussion, and an amendment was moved and seconded by Rev. T. S. Chambers and Mr. W. Guthrie, that the law remain as it is.—Lost.

Moved by Rev. Mr. Mulkins, seconded by Mr. T. Robinson, That this meeting approves of the mode of appointing Superintendents, and of providing for their salaries.—Carried.

The subject of the salaries of the teachers, the minimum of which is placed at \$300 for male teachers, and \$200 for females, was the occasion of general discussion, and several

persons expressed their opinions with more or less heat. The clause was, however, carried, and the business of the meeting terminated with it.

COUNTIES OF LEEDS AND GRENVILLE

Brockville, March 10.—No. 1. Of the Common School Bill relating to County Superintendents.—Carried.

No. 2. As to the qualifications of Superintendents.—Carried.

No. 3. Mode of appointing Superintendents and payment of their salaries.—Carried.

No. 4. In reference to school accommodation.—Carried.

No. 5. Establishing County Board of Examiners of teachers, carried on motion of Mr. H. S. McDonald, seconded by Mr. Deacon, both being members of the Board of Examiners as the law exists at present.

No. 6. Relating to the minimum salaries of teachers, lost, on motion of Mr. Richardson.

No. 7. To establish Township Board of Trustees.—Lost.

No. 8. As to altering school sections.—Carried.

No. 9. Free Schools.—Carried.

No. 10. Compulsory attendance.—Carried.

No. 11. Power to erect houses for teachers.—Lost.

No. 12. Respecting vacations.—Lost.

COUNTY OF LANARK.

Perth, March 13.—Common School Act carried as it stands.

5th clause. Moved in amendment by Mr. Robertson, seconded by Mr. W. R. F. Berford, "Each County and City Council, and the Board of School Trustees of each town, separated from a county, shall nominate and appoint from those holding the necessary certificates of qualification, one person to be Superintendent of Common Schools in such county, city, or town; and in counties where there are or shall be more than one hundred Common Schools, the County Council may nominate and appoint the persons holding such certificates to be Superintendents, and prescribe the territorial limits of each."—Lost.

Dr. Burritt moved, seconded by the Rev. Mr. White, "That clause ten of the Common School Bill be amended by providing that in school sections where the amount on the assessment roll does not come up to a certain sum, to be fixed by the Legislature, the provision for establishing the minimum salary shall not be enforced: or, in other words, that the minimum salary shall depend upon a minimum assessment."—Lost.

Grammar School Act carried as it stands.

COUNTIES OF STORMONT AND DUNDAS.

Cornwall, March 15.—Common School Act carried as it stands.

Clause 1. Moved in amendment by Samuel Ault, M.P., seconded by Mr. D. McDonell, That we do not approve of County Superintendents, but would recommend the specified qualifications for county officers to be applied to Local Superintendents.—Lost.

COUNTY OF GLENGARRY.

Alexandria, March 16.—In amendment to the clauses respecting the change of Superintendents it was moved by Mr. Quigley, seconded by Mr. McDonald, That, in the opinion of this meeting, Township Superintendents would be preferable to County Superintendents.—Carried.

The section regarding the qualification of Superintendents was carried.

On the section regarding the appointment and payment of County Superintendents being put to the meeting, it was moved by Mr. McNab, seconded by Mr. McDonnell, That in case the Legislature should decide to appoint County Superintendents, then, in the opinion of this Convention, the 5th clause be erased and the following substituted:—Each County Council and each Board of Public School Trustees in a city or town shall annually

appoint, from among those holding the necessary certificate of qualification, one person to be Superintendent of Common Schools in such city, county, or town; and in counties where there are, or shall be, more than one hundred Common Schools, the County Council shall appoint two persons, holding such certificate, to be Superintendents, and prescribe the territorial limits of each.—Carried.

Moved by Mr. McNabb, seconded by Mr. Fraser, and resolved,—That, in the opinion of this meeting, the 7th clause be amended by substituting the words "County Council" in lieu of "Lieutenant-Governor."

The proposed method of deciding on the inadequacy of school accommodation was adopted.

The clause respecting the examination of teachers was approved of.

With respect to the clause fixing the minimum salaries of teachers, it was moved by Mr. A. S. McDonald, seconded by Mr. McNab, That, inasmuch as the trustees appointed by the different school sections are the best judges of the amount of salary which the rate-payers of the respective school sections can afford to pay without being oppressed, be it resolved that the 10th clause be erased.—Carried.

It was moved in amendment to the clause respecting Township Boards of Trustees, by Dr. McMillan, seconded by Mr. A. S. McDonald, That this meeting is of opinion that school sections will be more efficiently managed under a Board of Trustees, and is, therefore, opposed to the 11th section of the amended School Act.—Carried.

The 12th, 15th, 16th and 17th sections were carried.

To the 18th, it was moved by Mr. Arch. McNab, seconded by Dr. Ross, and resolved,—That the following provision be added: Provided always, that the proposition to build accommodation for a teacher in any school section shall receive the concurrence of a majority of the rate-payers at a special meeting called for that purpose, and due notice given of the same.

COUNTY OF CARLETON.

Ottawa, March 18.—Common School Act carried as it stands.

Grammar School Act carried as it stands, except—

Section 2. Moved in amendment by Mr. Clemon, seconded by Mr. Hay, that there be vested in the City Council the right of appointing a certain number of members to serve as trustees.—Carried.

A P P E N D I X C.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, FOR COMMON SCHOOLS, IN ONTARIO, FOR 1869.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN THE PROVINCE OF ONTARIO.

SIR,—I have the honour to transmit herewith a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the school population as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862 to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of pupils at both classes of schools during last year, as reported and certified by the trustees.

The mode of paying these grants has been altered since last year. They will now be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will issue immediately in favour of those Municipalities which have sent in duly audited school accounts and Local Superintendents' reports to this office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 26th June, 1869.

APPORTIONMENT TO COUNTIES FOR 1869.

1. COUNTY OF 'GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$636 00
do for Separate Schools...	\$90 00
Kenyon.....	567 00
Lancaster.....	391 00
do for Separate Schools.....	\$57 00
Lochiel.....	454 00
do for Separate Schools ...	\$133 00
	<u>\$280 00 \$2048 00</u>
Total for County, \$2,328.	

2. COUNTY OF STORMONT.

Cornwall.....	\$522 00
Finch.....	348 00
Onabruok.....	711 00
Roxborough.....	328 00
	<u>\$1909 00</u>

3. COUNTY OF DUNDAS.

Matilda.....	\$581 00
Mountain.....	448 00
Williamsburgh.....	557 00
Winchester.....	515 00
	<u>\$2101 00</u>

4. COUNTY OF PRESCOTT.

Alfred.....	\$160 00
Caledonia.....	107 00
Hawkesbury, East.....	420 00
do for Separate Schools...	\$136 00
do West.....	229 00
Longueuil.....	186 00
Plantagenet, North.....	273 00
do for Separate Schools.....	\$18 00
do South.....	130 00
	<u>\$154 00 \$1505 00</u>
Total for County, \$1,659.	

5. COUNTY OF RUSSELL.

Townships.	Apportionment.
Cambridge.....	\$60 00
Clarence.....	249 00
Cumberland.....	338 00
Russell.....	203 00
	<u>\$850 00</u>

6. COUNTY OF CARLETON.

Fitzroy.....	\$349 00
Gloucester.....	452 00
do for Separate Schools.....	\$25 00
Goulbourn.....	358 00
Gower, North.....	298 00
Huntley.....	318 00
March.....	170 00
Marlborough.....	277 00
do for Separate Schools.....	\$28 00
Nepean.....	416 00
do for Separate Schools.....	\$51 00
Osgoode.....	454 00
do for Separate Schools.....	\$43 00
Torbolton.....	110 00
	<u>\$147 00 \$3202 00</u>
Total for County, \$3,349.	

7. COUNTY OF GRENVILLE.

Augusta.....	\$606 00
Edwardsburgh.....	604 00
do for Separate Schools.....	\$32 00
Gower, South.....	135 00
Oxford on Rideau.....	488 00
do for Separate Schools.....	\$19 00
Wolford.....	308 00
	<u>\$51 00 \$2141 00</u>
Total for County, \$2,192.	

8. COUNTY OF LEEDS.

Bastard and Burgess, South.....	\$477 00
Crosby, North.....	289 00

COUNTY OF LEEDS—(Continued).

Townships.	Apportionment.
Crosby, South.....	\$318 00
Elizabethtown.....	656 00
Elmsley, South.....	209 00
Escott, Front.....	178 00
Kitley.....	369 00
do for Separate School.....	\$9 00
Leeds and Lansdowne, Front.....	318 00
do do Rear.....	280 00
Yonge, Front.....	229 00
Yonge and Escott, Rear.....	219 00
do for Separate School.....	\$21 00
	\$30 00
Total for County, \$3,572.	\$3542 00

9. COUNTY OF LANARK.

Bathurst.....	\$378 00
Beckwith.....	287 00
Burgess, North.....	130 00
Dalhousie.....	192 00
do for Separate School.....	\$11 00
Darling.....	100 00
Drummond.....	308 00
Elmsley, North.....	170 00
Lanark.....	269 00
Lavant.....	40 00
Montague.....	412 00
Pakenham.....	309 00
Ramsay.....	517 00
Sherbrooke, North.....	40 00
do South.....	85 00
	\$11 00
Total for County, \$3,248.	\$3237 00

10. COUNTY OF RENFREW.

Admaston.....	\$272 00
Algona.....	70 00
Alice.....	99 00
do for Separate School.....	\$9 00
Bagot and Blithfield.....	140 00
Brougham.....	61 00
Bromley.....	176 00
Brudenell, Raglan, and Radcliffe.....	96 00
Grattan.....	137 00
do for Separate Schools.....	\$27 00
Griffith.....	18 00
Horton.....	197 00
McNab.....	248 00
Matawatchan.....	20 00
Pembroke.....	51 00
do for Separate Schools.....	\$19 00
Petewawa, Buchanan, and McKay.....	30 00
Rolph and Wylie.....	60 00
Ross.....	189 00
Sebastopol.....	65 00
Stafford.....	105 00
Westmeath.....	328 00
Wilberforce.....	209 00
	\$55 00
Total for County, \$2,626.	\$2571 00

11. COUNTY OF FRONTENAC.

Barrie.....	\$44 00
Bedford.....	139 00

COUNTY OF FRONTENAC—(Continued).

Townships.	Apportionment.
Bedford for Separate School.....	\$41 00
Clarendon.....	\$21 00
Hinchinbrooke.....	74 00
Kennebec.....	45 00
Kingston.....	450 00
do for Separate School.....	\$37 00
Loughborough.....	291 00
Olden.....	74 00
Oso.....	60 00
Palmerston.....	47 00
Pittsburgh.....	507 00
Portland.....	298 00
Storrington.....	348 00
Wolfe Island.....	277 00
do for Separate Schools.....	\$101 00
	\$179 00
Total for County, \$2,854.	\$2675 00

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$120 00
Anglesea and Kaladar.....	132 00
Camden, East.....	721 00
do for Separate School.....	\$15 00
Denbigh and Abinger.....	35 00
Ernestown.....	513 00
Sheffield.....	294 00
do for Separate School.....	\$44 00
	\$59 00
Total for County, \$1,874.	\$1815 00

13. COUNTY OF LENNOX.

Adolphustown.....	\$91 00
Fredericksburgh, North.....	199 00
do South.....	150 00
Richmond.....	418 00
	\$858 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$370 00
Athol.....	199 00
Hallowell.....	388 00
Hillier.....	269 00
Marysburgh.....	457 00
Sophiasburgh.....	298 00
	\$1981 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$123 00
do for Separate Schools.....	\$12 00
Hungerford.....	523 00
do for Separate School.....	\$14 00
Huntingdon.....	365 00
Madoc.....	477 00
Marmora and Lake.....	187 00
Rawdon.....	452 00
Sidney.....	537 00
Thurlow.....	527 00
Tudor.....	60 00
Tyendinaga.....	862 00
do for Separate Schools.....	\$13 00
	\$39 00
Total for County, \$4,152.	\$4113 00

16. COUNTY OF NORTHUMBERLAND.

Townships.	Apportionment.
Alnwick	\$155 00
Brighton	430 00
do for Separate Schools.....	\$20 00
Cramahe	456 00
Haldimand	736 00
do for Separate Schools.....	\$24 00
Hamilton	690 00
Monaghan, South	160 00
Murray	470 00
Percy	414 00
do for Separate School.....	\$22 00
Seymour	500 00
	<u>\$66 00 \$4011 00</u>
Total for County, \$4,077.	

17. COUNTY OF DURHAM.

Cartwright	\$370 00
Cavan	590 00
Clarke	740 00
Darlington	750 00
Hope	600 00
Manvers	510 00
	<u>\$3560 00</u>

18. COUNTY OF PETERBOROUGH.

Asphodel	\$323 00
do for Separate Schools.....	\$24 00
Belmont and Methuen	116 00
Burleigh	50 00
Cardiff	2 00
Chandos	18 00
Douro	372 00
Dummer	246 00
Dysart	40 00
Ennismore	120 00
Galway	70 00
Harvey	37 00
Minden	90 00
Monaghan, North	140 00
Otonabee	445 00
do for Separate School.....	\$21 00
Smith	370 00
Snowdon	45 00
Stanhope	10 00
	<u>\$45 00 \$2494 00</u>
Total for County, \$2,539.	

19. COUNTY OF VICTORIA.

Anson and Hindon	\$43 00
Berley	44 00
Carden	110 00
Draper, Macaulay, Stephenson, Ryde, and Oakley	80 00
Eldon	328 00
Emily	487 00
Fenelon	328 00
Laxton and Digby	75 00
Lutterworth	28 00
Mariposa	656 00
Opa	447 00
Somerville	95 00
Verulam	223 00
	<u>\$2944 00</u>

20. COUNTY OF ONTARIO.

Townships.	Apportionment.
Brock	\$557 00
Mara and Rama	296 00
do for Separate School. \$32 00	
Pickering	922 00
Reach	750 00
Scott	318 00
Scugog Island	80 00
Thorah	187 00
Uxbridge	532 00
Whitby, East	407 00
do West	348 00
	<u>\$32 00 \$4397 00</u>
Total for County, \$4,429.	

21. COUNTY OF YORK.

Etobicoke	\$331 00
do for Separate School.....	\$7 00
Georgina	200 00
Gwillimbury, East	428 00
do North	246 00
King	953 00
Markham	864 00
Scarborough	520 00
Vaughan	950 00
Whitchurch	547 00
York	866 00
do for Separate Schools.....	\$146 00
	<u>\$153 00 \$5905 00</u>
Total for County, \$6,058.	

22. COUNTY OF PEEL.

Albion	\$687 00
Caledon	577 00
Chinguscouy	746 00
Gore of Toronto	125 00
do for Separate School...	\$15 00
Toronto	716 00
	<u>\$15 00 \$2751 00</u>
Total for County, \$2,766.	

23. COUNTY OF SIMCOE.

Adjala	\$278 00
Essa	467 00
Flos	175 00
Gwillimbury, West	397 00
Innisfil	607 00
do for Separate School.....	\$7 00
Medonte	397 00
Mono	470 00
Monck	44 00
Morrison	65 00
Muskoka	33 00
Mulmur	279 00
Nottawasaga	586 00
Orillia and Matchedash	120 00
do for Separate School...	\$25 00
Oro	437 00
Sunnidale	140 00
Tay and Tiny	249 00
Tecumseth	517 00
Tossorontio	179 00
Vespra	173 00
do for Separate Schools.....	\$7 00
	<u>\$39 00 \$5613 00</u>
Total for County, \$5,652.	

24. COUNTY OF HALTON.

Townships.	Apportionment.
Esqueping	\$676 00
Nassagaweya	328 00
Nelson	487 00
Trafalgar	577 00
	<u>\$2068 00</u>

25. COUNTY OF WENTWORTH.

Ancaster	\$550 00
Barton	300 00
Beverley	700 00
Binbrooke	230 00
Flamborough, East	426 00
do for Separate School...	\$14 00
Flamborough, West	412 00
do for Separate School...	\$28 00
Glanford	250 00
Saltfleet	300 00
	<u>\$42 00 \$3168 00</u>

Total for County, \$3,210.

26. COUNTY OF BRANT.

Brantford	\$706 00
Burford	776 00
Dumfries, South	407 00
Oakland	150 00
Onondaga	209 00
	<u>\$2248 00</u>

27. COUNTY OF LINCOLN.

Caistor	\$239 00
Clinton	298 00
Gainsborough	318 00
Grantham	340 00
do for Separate School.....	\$36 00
Grimsby	336 00
Louth	219 00
Niagara	239 00
	<u>\$36 00 \$1989 00</u>

Total for County, \$2,025.

28. COUNTY OF WELLAND.

Bertie	\$279 00
Crowland	160 00
Humberstone	303 00
do for Separate School.....	\$45 00
Pelham	288 00
Stamford	256 00
do for Separate School.....	\$42 00
Thorold	288 00
Wainfleet	278 00
Willoughby	136 00
do for Separate School.....	\$14 00
	<u>\$101 00 \$1988 00</u>

Total for County, \$2,089.

29. COUNTY OF HALDIMAND.

Townships.	Apportionment.
Canborough	\$125 00
Cayuga, North	234 00
do South	119 00
Dunn	118 00
Moulton and Sherbrooke	224 00
Onesida	331 00
do for Separate School.....	\$26 00
Rainham	249 00
Seneca	386 00
Walpole	630 00
do for Separate School.....	\$16 00
	<u>\$42 00 \$2416 00</u>

Total for County, \$2,458.

30. COUNTY OF NORFOLK.

Charlottetown	\$423 00
Houghton	241 00
Middleton	363 00
Townsend	646 00
Walsingham	566 00
Windham	484 00
do for Separate School.....	\$43 00
Woodhouse	453 00
	<u>\$43 00 \$3175 00</u>

Total for County, \$3,218.

31. COUNTY OF OXFORD.

Blandford	\$240 00
Blenheim	850 00
Dereham	680 00
Nissouri, East	460 00
Norwich, North	404 00
do South	325 00
Oxford, North	190 00
do East	300 00
do West	350 00
Zorra, East	520 00
do West	400 00
	<u>\$4719 00</u>

32. COUNTY OF WATERLOO.

Dumfries, North	\$447 00
Waterloo	993 00
Wellesley	601 00
do for Separate Schools.....	\$35 00
Wilmot	594 00
do for Separate Schools.....	\$62 00
Woolwich	656 00
	<u>\$147 00 \$3291 00</u>

Total for County, \$3,438.

33. COUNTY OF WELLINGTON.

Amaranth	\$190 00
Arthur	305 00
do for Separate School.....	\$145 00
Eramosa	433 00
Brin	686 00

COUNTY OF WELLINGTON—(Continued).

Townships.	Apportionment:
Garafraxa	\$616 00
Guelph	298 00
Luther	140 00
Maryborough	487 00
Minto	417 00
Nichol	267 00
do for Separate School.....	\$21 00
Peel.....	567 00
do for Separate School.....	\$119 00
Pilkington.....	249 00
do for Separate School.....	\$35 00
Punlich.....	583 00
	<hr/>
Total for County, \$5,558.	\$320 00 \$5238 00

34. COUNTY OF GREY.

Artemesia	\$413 00
do for Separate School.....	\$15 00
Bentinck	576 00
Collingwood	368 00
Derby	208 00
Egremont	397 00
Euphrasia	239 00
Glensel	408 00
do for Separate Schools	\$65 00
Holland	355 00
do for Separate School.....	\$19 00
Keppel, Sarawak, and Brooke.....	110 00
Melancthon	202 00
do for Separate School.....	\$13 00
Normanby	501 00
do for Separate School.....	\$42 00
Osprey	343 00
Proton	160 00
do for Separate School.....	\$40 00
St. Vincent	517 00
Sullivan	209 00
do for Separate School.....	\$60 00
Sydenham	404 00
do for Separate School.....	\$24 00
	<hr/>
Total for County, \$5,634.	\$224 00 \$5410 00

35. COUNTY OF PERTH.

Blanchard	\$512 00
Downie	415 00
do for Separate School.....	\$52 00
Easthope, North.....	348 00
do South.....	269 00
Ellice	279 00
do for Separate School.....	\$19 00
Elma	318 00
Fullarton	358 00
Hibbert	425 00
Logan	308 00
Mornington	438 00
do for Separate School.....	\$9 00
Wallace	393 00
	<hr/>
Total for County, \$4,143.	\$80 00 \$4063 00

36. COUNTY OF HURON.

Townships.	Apportionment.
Ashfield.....	\$437 00
Colborne	239 00
Goderich	447 00
Grey	442 00
Hay	467 00
Howick	467 00
Hullet.....	391 00
do for Separate School.....	\$26 00
McKillop	427 00
Morris	368 00
Stanley	496 00
Stephen	337 00
do for Separate School.....	\$21 00
Tuckersmith.....	358 00
Turnberry	273 00
Usborne	477 00
Wawanosh, East.....	261 00
do West.....	266 00
do for Separate School.....	\$21 00
	<hr/>
Total for County, \$6,211.	\$68 00 \$6143 00

37. COUNTY OF BRUCE.

Albemarle and Amabel.....	\$70 00
Arran	437 00
Brant	586 00
Bruce	337 00
Carriack	515 00
do for Separate School.....	\$27 00
Culross	387 00
Elderslie	343 00
Greenock	229 00
do for Separate School.....	\$20 00
Huron.....	347 00
Kincardine	462 00
Kinloss	318 00
Saugeen	249 00
	<hr/>
Total for County, \$4,327.	\$47 00 \$4280 00

38. COUNTY OF MIDDLESEX.

Adelaide	\$332 00
Biddulph	407 00
do for Separate School.....	\$51 00
Caradoc	518 00
Delaware	224 00
Dorchester, North	508 00
Ekfrid	329 00
Lobo	389 00
London	1116 00
McGillivray	523 00
do for Separate School.....	\$20 00
Metcalfe	249 00
Mosa	349 00
Nissouri, West.....	408 00
Westminster	709 00
do for Separate School.....	\$7 00
Williams, East.....	299 00
do West.....	249 00
do for Separate School.....	\$69 00
	<hr/>
Total for County, \$6,761.	\$147 00 \$6614 00

39. COUNTY OF ELGIN.

Townships.	Apportionment.
Aldborough	\$308 00
Bayham	572 00
Dorchester, South	255 00
Dunwich	388 00
Malahide	616 00
Southwold	546 00
Yarmouth	646 00
	<u>\$3331 00</u>

40. COUNTY OF KENT.

Camden and Gore	\$308 00
Chatham and Gore	412 00
Dover, East and West	288 00
Harwich	578 00
do for Separate Schools	\$24 00
Howard	454 00
do for Separate School	\$13 00
Oxford	288 00
Raleigh	389 00
do for Separate School	\$88 00
Romney	76 00
Tilbury, East	152 00
Zone	100 00
	<u>\$125 00 \$3045 00</u>

Total for County, \$3,170.

41. COUNTY OF LAMBTON.

Townships.	Apportionment.
Bosanquet	\$442 00
Brooke	263 00
Dawn	102 00
Enniskillen	165 00
Euphemia	266 00
Moore	410 00
do for Separate School	\$17 00
Plympton	467 00
Sarnia	268 00
Sombra	227 00
do for Separate School	\$31 00
Warwick	462 00
	<u>\$48 00 \$3072 00</u>

Total for County, \$3,120.

42. COUNTY OF ESSEX.

Anderdon	\$107 00
do for Separate School	\$33 00
Colchester	291 00
Gosfield	298 00
Maidstone	193 00
Malden	179 00
Merses	310 00
Rochester	180 00
Sandwich, East	338 00
do West	234 00
Tilbury, West	199 00
	<u>\$33 00 \$2329 00</u>

Total for County, \$2,362.

SUMMARY OF APPORTIONMENT TO COUNTIES, 1869.

COUNTIES.	Common Schools.	R. C. Separate Schools.	Total.	COUNTIES.	Common Schools.	R. C. Separate Schools.	Total.
	\$ cts	\$ cts	\$ cts		\$ cts	\$ cts	\$ cts
1. Glengarry	2048 00	280 00	2328 00	23. Simcoe	5613 00	39 00	5652 00
2. Stormont	1909 00		1909 00	24. Halton	2068 00		2068 00
3. Dundas	2101 00		2101 00	25. Wentworth	3168 00	42 00	3210 00
4. Prescott	1505 00	154 00	1659 00	26. Brant	2248 00		2248 00
5. Russell	850 00		850 00	27. Lincoln	1989 00	36 00	2025 00
6. Carleton	3202 00	147 00	3349 00	28. Welland	1988 00	101 00	2089 00
7. Grenville	2141 00	51 00	2192 00	29. Haldimand	2416 00	42 00	2458 00
8. Leeds	3542 00	30 00	3572 00	30. Norfolk	3175 00	43 00	3218 00
9. Lanark	3237 00	11 00	3248 00	31. Oxford	4719 00		4719 00
10. Renfrew	2571 00	55 00	2626 00	32. Waterloo	3291 00	147 00	3438 00
11. Frontenac	2675 00	179 00	2854 00	33. Wellington	5238 00	320 00	5558 00
12. Addington	1815 00	59 00	1874 00	34. Grey	5410 00	224 00	5634 00
13. Lennox	858 00		858 00	35. Perth	4063 00	80 00	4143 00
14. Prince Edward	1981 00		1981 00	36. Huron	6143 00	68 00	6211 00
15. Hastings	4113 00	39 00	4152 00	37. Bruce	4280 00	47 00	4327 00
16. Northumberland	4011 00	66 00	4077 00	38. Middlesex	6614 00	147 00	6761 00
17. Durham	3560 00		3560 00	39. Elgin	3331 00		3331 00
18. Peterborough	2494 00	45 00	2539 00	40. Kent	3045 00	125 00	3170 00
19. Victoria	2944 00		2944 00	41. Lambton	3072 00	48 00	3120 00
20. Ontario	4397 00	32 00	4429 00	42. Essex	2329 00	33 00	2362 00
21. York	5905 00	153 00	6058 00	District of Algoma	360 00		360 00
22. Peel	2751 00	15 00	2766 00				
GRAND TOTALS.					135170 00	2858 00	138028 00
					\$ cts	\$ cts	\$ cts
Counties and Districts.....	135170 00	2858 00	138028 00				
Cities	7716 00	3194 00	10910 00				
Towns	10470 00	2188 00	12658 00				
Villages	7141 00	459 00	7600 00				
Reserved for arrears and new Schools		395 50	395 50				
Apportionments of 1868 paid in 1869.....	225 00	183 50	408 50				
					160722 00	9278 00	170000 00

APPENDIX D.

THE NORMAL SCHOOL FOR ONTARIO.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the under-mentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Ontario:—

“107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School.”

The Certificates are divided into classes, in harmony with the general programme, according to which all teachers in Ontario are required to be examined and classified, and

are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

GRADE A, (B OR C), OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification—Normal School, for Ontario.

THIS IS TO CERTIFY, that _____ having attended the Normal School during the _____ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64),

[L.S.]

STANDING

IN THE DIFFERENT BRANCHES—
No. 1 being the highest.

Spelling.....	
Reading.....	
Grammar.....	
Composition.....	
English Literature.....	
History.....	
Geography.....	
Education.....	
Writing.....	
Drawing.....	
Music.....	
Book-Keeping.....	
Arithmetic.....	
Algebra.....	
Geometry.....	
Mensuration.....	
Natural Philosophy.....	
Chemical Physics.....	
Chemistry.....	
Ability to Teach.....	
Conduct.....	

I do hereby grant to _____ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth day of
one thousand eight hundred and sixty).

Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of
the Department, Number _____

Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second, and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time, the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the Appendix to the Annual Report of 1867, pages 77-91, a full list of all Certificates, valid on 31st December of that year, was printed. The following is the list of Certificates granted in 1868 :—

THIRTY-NINTH SESSION.—DATED 15TH JUNE, 1868.

MALES.

First Class.—Grade B.

- 2546. Boyle, William S. (2482).
- 2547. Campbell, Aaron Jesse (1652).
- 2548. Hay, Andrew (1940).
- 2549. Manley, Charles Lewis.
- 2550. Scott, William.
- 2551. Williams, James Richard.

Grade C.

- 2552. Boulter, Joshua John.
- 2553. Galbreath, William James.
- 2554. Houston, John.
- 2555. Leslie, Alexander (2399).

Second Class.—Grade A.

- 2556. Edwards, Thomas Albert.
- 2557. Farrington, James (1938).
- 2558. Jardine, Wm. Wilson (2336).
- 2559. Mulloy, David Wilson.
- 2560. McKellar, Hugh.
- 2561. Stahlschmidt, William (2491).
- 2562. Ward, Edward.

Grade B.

- 2563. Clark, William Reid.
- 2564. Dennis, James Edwin.
- 2565. Doupe, William.
- 2566. Ferrier, Amos B.
- 2567. Gill, Samuel Rea.
- 2568. Hughes, Samuel.
- 2569. Jessop, Elisha (2494).
- 2570. McIlvanie, Samuel.
- 2571. McKay, David Waters Burn.
- 2572. Ward, Henry.
- 2573. Wilson, John.

Grade C.

(Expire 15th June, 1869).

- 2574. *Obtained second class A (2631).*
- 2575. *Obtained second class C (2575).*
- 2576. Law, Benjamin.
- 2577. *Obtained second class B (2640).*
- 2578. *Obtained second class B (2642).*
- 2579. Rutherford, Peter (2342).

FEMALES.

First Class.—Grade A.

- 2580. Sutherland, Margaret (2506).

Grade B.

- 2581. Calder, Elizabeth (2528).
- 2582. Moore, Isabella (2535).
- 2583. Thompson, Charlotte Emily (2540).

Grade C.

- 2584. Armstrong, Elizabeth (2516).
- 2585. Daville, Emma Julia.
- 2586. Mearns, Isabella (2427).

Second Class.—Grade A.

- 2587. Fletcher, Margaret (2531).
- 2588. Fraser, Margaret (2532).
- 2589. Harney, Ellen Nora (2534).
- 2590. McDonald, Annie Jane (2537).
- 2591. Robertson, Jane.
- 2592. Spread, Margaret.

Grade B.

- 2593. Batty, Alice Pamela.

- 2594. Bodwell, Sarah Melinda.
- 2595. Calder, Annie.
- 2596. Good, Rebecca Ida.
- 2597. Gorman, Jane Anne.
- 2598. Hoggan, Eliza.
- 2599. Johnson, Sarah Edith.
- 2600. Lister, Jane.
- 2601. McGurn, Mary Jane.
- 2602. Nicholls, Mary Ann.
- 2603. Preston, Sarah.
- 2604. Sefton, Annie Maria (2109).
- 2605. Walkinshaw, Mary Ann.
- 2606. Walsh, Mary Ann.

Grade C.

(Expire 15th June, 1869).

- 2607. (2296), *obtained first class B (2650).*
- 2608. *Obtained second class B (2680).*
- 2609. (2455), *obtained second class B (2684).*
- 2610. *obtained first class C (2662).*
- 2611. *obtained second class A (2674).*
- 2612. *obtained same grade (2711).*
- 2613. Tamblyn, Elizabeth Ann.
- 2614. Trott, Mary Ann.
- 2615. *obtained first class C (2670).*

CERTIFICATES EXPIRED JUNE, 1868.

The Certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of certificates which expired before June, 1868, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month.

MALES.

- | | |
|--|--|
| 2410. <i>Obtained second class B</i> (2489).
2411. <i>Obtained second class A</i> (2481). | 2412. <i>Obtained second class B</i> (2490). |
|--|--|

FEMALES.

- | | |
|--|---|
| 2453. <i>Obtained second class A</i> (2514).
2454. <i>Clark, Alvina</i> .
2455. <i>Obtained second class C</i> (2609).
2456. <i>Obtained second class B</i> (2529).
2457. <i>Obtained second class A</i> (2519).
2458. <i>Obtained second class A</i> (2520).
2459. <i>Obtained second class C</i> (2707). | 2460. <i>Harris, Elizabeth</i> .
2461. <i>Obtained second class A</i> (2522).
2462. <i>Mills, Jane</i> .
2463. <i>Moore, Sarah</i> .
2464. <i>Page, Minnie Emilie</i> .
2465. <i>Obtained second class A</i> (2524). |
|--|---|

FORTIETH SESSION.—DATED 22ND DECEMBER, 1868.

MALES.

First Class.—Grade A.

2616. *Boulter, Joshua John* (2552).
 2617. *Scott, William* (2550).

First Class.—Grade B.

2618. *Jardine, William Wilson* (2558).
 2619. *Powell, Francis Cox* (1566).
 2620. *Thompson, John Nixon*.

First Class.—Grade C.

2621. *Dennis, James Edwin* (2564).
 2622. *Dundon, John Stephen*.
 2623. *Gill, Samuel Rea* (2567).
 2624. *Hendry, William John* (2143).
 2625. *Hughes, Samuel* (2568).
 2626. *McDowall, Joseph William*.
 2627. *McKay, David Waters Burn* (2571).
 2628. *Munro, Donald*.
 2629. *Suddaby, Jeremiah* (1282).
 2630. *Wilson, John* (2573).

Second Class.—Grade A.

2631. *Campbell, John Harkness* (2574).
 2632. *Clark, William Reid* (2563).
 2633. *Dixon, Samuel Eugene*.
 2634. *Vercoe, James*.

Second Class.—Grade B.

2635. *Annis, Andrew E.*
 2636. *Boddy, James*.
 2637. *Brownlee, Hugh James*.
 2638. *Drimmie, Daniel*.
 2639. *McLeod, John*.
 2640. *McMillan, John* (2577).
 2641. *Palmer, Charles*.
 2642. *Reilly, Marlow Miles* (2578).
 2643. *Scallion, James William*.

Second Class.—Class C.

[Expire one year from date].

2644. *Crawford, Duncan* (2575).
 2645. *Hodge, jr., Robert*.
 2646. *Kelly, John William*.
 2647. *McKee, George*.
 2648. *Wood, Frank*.

FEMALES.

First Class.—Grade A.

2649. *Thompson, Charlotte Emily* (2583).

First Class.—Grade B.

2650. *Brown, Martha Eva* (2607).

2651. *Calder, Annie* (2595).
 2652. *Good, Rebecca Ida* (2596).
 2653. *Harney, Ellen Nora* (2589).
 2654. *Lister, Jane* (2600).
 2655. *Mearns, Isabella* (2586).
 2656. *Robertson, Jane* (2591).
 2657. *Templeton, Sarah Jane*.

FEMALES—(Continued).

First Class.—Grade C.

2658. Bentley, Kate (2255).
 2659. Buckle, Frances Hannah.
 2660. Fletcher, Margaret (2587).
 2661. Fraser, Margaret (2588).
 2662. Hunter, Mary (2610).
 2663. Moore, Charlotte Elizabeth.
 2664. Mullin, Charlotte Anne (1802).
 2665. Preston, Sarah (2600).
 2666. Scarlett, Mary Elizabeth (2362).
 2667. Somerville, Peterina.
 2668. Spread, Margaret (2592).
 2669. Walsh, Margaret Elizabeth (2541).
 2670. Watt, Elizabeth (2615).

Second Class.—Grade A.

2671. Burrias, Mary Jane.
 2672. Gorman, Jane Anne (2597).
 2673. Kessack, Jessie.
 2674. McBride, Charlotte Louisa (2611).
 2675. McCreight, Sarah.
 2676. McDonald, Annie Jane (2590).
 2677. Nicholls, Mary Anne (2602).
 2678. Panton, Jessie R. H.
 2679. Saxton, Josephine Jerusha.

Second Class.—Grade B.

2680. Brownlee, Marion (2608).
 2681. Chadwick, Elizabeth Miriam.
 2682. Clark, Jessie Agnes.
 2683. Cockburn, Catherine.

2684. Coyne, Margaret Jane (2609).
 2685. Gray, Emma.
 2686. Gunn, Mary.
 2687. Hay, Janet Rennick (1820).
 2688. Joyce, Mary Greeves.
 2689. Lundy, Susan Elizabeth.
 2690. Mullin, Isabella.
 2691. McCausland, Fannie.
 2692. McKenzie, Isabella.
 2693. McKenzie, Mary.
 2694. O'Brien, Mary Josephine.
 2695. O'Neill, Mary Ann.
 2696. Riddel, Margaret.
 2697. Robertson, Jannet.
 2698. Sefton, Annie Maria (2604).
 2699. Sinclair, Barbara.
 2700. Spink, Jane Elizabeth.
 2701. Telford, Marion.
 2702. Turnbull, Elizabeth.
 2703. Wallace, Jane.
 2704. Walsh, Mary Ann (2606).

Second Class.—Grade C.

[Expire one year from date].

2705. Adkins, Fannie Mary.
 2706. Burk, Mary Emily.
 2707. Guillet, Mary Ann (2459).
 2708. Holcroft, Margaretta Sarah.
 2709. Moran, Alicia.
 2710. Munshaw, Matilda Caroline.
 2711. Rowland, Alice Jane (2612).
 2712. Weir, Sarah Emma.

CERTIFICATES EXPIRED DECEMBER, 1868.

The Certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates, which expired before December, 1868, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month.

MALES.

2493. East, Cornelius.
 2494. *Obtained Second Class B* (2569).
 2495. Jones, James Robert.
 2496. McEwen, John.

2497. McFarlane, Peter Alexander.
 2498. O'Brien, William.
 2499. Scallion, James William.

FEMALES.

2542. Buller, Henrietta.
 2543. Germain, Mary Eleanor.

2544. Schofield, Amelia Monro.

Certified,

ALEXANDER MARLING,
Registrar.

Education Office, Toronto, January, 1869.

DEPARTMENT OF EDUCATION
1000 ...

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
ONTARIO,
FOR THE YEAR 1869.

WITH APPENDICES,
BY THE CHIEF SUPERINTENDENT OF EDUCATION

Printed by Order of the Legislative Assembly.



Toronto:
PRINTED BY HUNTER, ROSE & CO., 86 AND 88 KING ST. WEST.
1870.

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Department of Public Instruction for Ontario,

EDUCATION OFFICE,

TORONTO, 27th August, 1870.

SIR,—I have the honour to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, Grammar and Common Schools of Ontario, during the year 1869, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable MATTHEW CROOKS CAMERON, M.P.P.,

Secretary of the Province,

Toronto.

GENERAL CONTENTS.

	PAGE.
Letter to the Secretary of the Province	iii

PART I.—GENERAL REPORT.

INTRODUCTORY	3
I. TABLE A.—Receipts and expenditures of Common School Moneys	3
II. TABLE B.—School Population ; Pupils attending the Common Schools and in different branches of instruction.....	4
III. TABLE C.—Common School Teachers ; their Religious Persuasions ; Rank, Salaries	4
IV. TABLE D.—Schools ; School Houses ; School Visits ; School Lectures ; Time of keeping the Schools open.....	5
V. TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	8
VI. TABLE F.—Roman Catholic Separate Schools.....	9
VII. TABLE G.—Grammar Schools ; Receipts ; Expenditure ; Pupils.....	10
VIII. TABLE H.—Number of Pupils in the various branches ; Miscellaneous.....	10
IX. TABLE I.—Meteorological Stations ; Observations at the Grammar School Stations.....	11
X. TABLE K.—Normal and Model Schools	16
XI. TABLE L.—Other Educational Institutions.....	17
XII. TABLE M.—The Public Libraries Supplied by the Department and all other Libraries...	17
XIII. TABLE N.—Maps, Globes and various other School apparatus supplied by the Department	18
XIV. TABLE O.—Superannuated Teachers.....	20
XV. TABLE P.—Educational Summary for the year 1869.....	21
XVI. TABLE Q.—General Statistical Abstract of the progress of Education in Ontario from 1842 to 1869.....	21
XVII. The Educational Museum	21
XVIII. Report of the Inspector of Grammar Schools	22
XIX. Extracts from Reports of Local Superintendents of Common Schools	22
XX. Concluding Remarks.....	24

PART II.—STATISTICAL REPORT.

THE COMMON SCHOOLS.

	PAGE
TABLE A.—Moneys ; Amount received and expended in support of Common Schools.....	26
TABLE B.—Pupils ; Children attending the Common Schools, and in the different branches of Common School Education ...	32
TABLE C.—The Number, Religious denominations, Certificates and Salaries of Common School Teachers	44
TABLE D.—Schools ; Number of Common Schools, School Houses, Visits, Lectures and time the Common Schools have been kept open	46
TABLE E.—Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.....	48
TABLE F.—The Roman Catholic Separate Schools.....	50

THE GRAMMAR SCHOOLS.

TABLE G.—Moneys received and expended in support of Grammar Schools ; Pupils.....	52
TABLE H.—Number of Pupils in the various branches of instruction, and miscellaneous information,	56
TABLE I.—Meteorological Observations at the Senior County Grammar Schools	64

THE NORMAL SCHOOL.

TABLE K.—Students, their Certificates, Residences and Religious Denominations.....	69
--	----

THE OTHER EDUCATIONAL INSTITUTIONS.

TABLE L.—Colleges, Academies and Private Schools.....	72
---	----

THE FREE PUBLIC LIBRARIES.

TABLE M.—Moneys ; Number of Volumes and Miscellaneous Information ; Other Libraries.....	73
--	----

THE GRAMMAR AND COMMON SCHOOLS.

TABLE N.—Maps and Apparatus supplied by the Educational Department	78
--	----

THE SUPERANNUATED COMMON SCHOOL TEACHERS.

TABLE O.—Names and periods of Service of Teachers and their Pensions	80
--	----

THE EDUCATIONAL SUMMARY FOR 1869.

TABLE P.—Number of Institutions and Pupils, and moneys expended for Educational purposes...	84
---	----

MISCELLANEOUS.

TABLE Q.—Statistical Abstract of the Educational progress of Ontario	86
--	----

 PART III.—APPENDICES.

	PAGE
A.—Report of the Inspector of Grammar Schools	3
B.—Report of the Head Master of the Normal School.....	14
C.—Provincial Certificates granted by the Chief Superintendent of Education..	44
D.—Extracts from the Reports of Local Superintendents of Common Schools and Boards of School Trustees in Ontario, relative to the State and Progress of Elementary Education in their respective Townships, Cities, Towns and Villages for the year 1869.....	49
E.—Apportionment of the Grammar School Fund for the first half of 1870.....	118
F.—Apportionment of the Legislative School Grant for Ontario for the year 1869.....	119
G.—The Free Public Libraries of Ontario, and the steps taken by Department to supply Maps, Books, &c	126
H.—List of authorized Text Books, sanctioned by the Council of Public Instruction for use in the Grammar Schools of Ontario.....	134
I.—The Educational Museum for Ontario—Rules ; Character and Objects ; Principal Contents...	136
J.—Communications with the Education Department.....	141

PART I.

GENERAL REPORT.

1869.

ANNUAL REPORT
OF THE
Normal, Model, Grammar and Common Schools
IN ONTARIO,
FOR THE YEAR 1869.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C.B.,
Lieutenant Governor of the Province of Ontario:—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1869.

As the increase of the School Fund from local sources during the year 1868 was nearly *twice* as large as that which had taken place during any year since the establishment of the School System, I anticipated little, if any increase, from the same sources during the year 1869; but I am happy to be able to state, that although *increase* of Fund by local effort in 1868 was \$118,997 (\$53,027 of which was applied to *increase* the the salaries of teachers)—the increase of the Fund for 1869 by the same local efforts is \$38,093, of which \$28,622 have been expended in increasing the salaries of teachers. The increase of pupils in the schools has been 12,531. The whole number of pupils in the schools is 432,430. I will now give a summary view from the Statistical Tables.

I.—TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant was \$171,143—decrease \$844. The amount apportioned for the purchase of maps, apparatus, prize and library books, was \$13,078—decrease, \$651.

2. The amount from *Municipal* School Assessment was \$372,743—increase, \$10,368.

3. The amount from *Trustees'* School Assessment was \$890,834—increase, \$35,295. The amount of Trustees' Rate Bills for School fees was \$45,709—decrease, \$5,160, showing the steady decline of *rate bills*, and increase of *Free* Schools.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was \$333,916—decrease, \$914.

5. *The total receipts* for all Common School purposes for the year 1869 amounted to \$1,827,426—increase over the total receipts of the preceding year, \$38,093.

Expenditures.

1. For salaries of teachers, \$1,175,166—increase, \$28,622.
2. For maps, globes, prize books and libraries, \$29,626—decrease, \$1,531.
3. For sites and building of school-houses, \$191,370—increase, \$5,060.
4. For rents and repairs of school-houses, \$54,009—decrease, \$601.
5. For school books, stationery, fuel, and other expenses, \$174,724—increase, \$4,911.
6. Total expenditure for all Common School purposes, \$1,624,896—increase, \$36,461.
7. Balances of school moneys not paid at the end of the year when the returns were made, \$202,529—increase, \$1,631.

II.—TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING COMMON SCHOOLS, DIFFERENT BRANCHES OF INSTRUCTION.

An old statute still requires the returns of school population to include children between the ages 5 and 16 ; but the *school law* confers the *equal* right of attending the schools upon all residents in each School Division between 5 and 21 years of age.

1. School population (including only children between the ages of 5 and 16 years), 470,400—increase, 6,085.
2. Pupils between the ages of 5 and 16 years attending the schools, 409,184—increase, 11,392. Number of pupils of other ages attending the schools, 23,246—increase, 1,139. Total number of pupils attending the schools, 432,430—increase, 12,531.
3. The number of *boys* attending the schools, 229,685—increase, 7,878. The number of *girls* attending the schools, 202,745—increase, 4,653.
4. The number reported as *indigent* pupils, 3,425—decrease, 246.
5. The table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the schools.
6. The number reported as not attending any school, 34,660—decrease, 2,392. The decrease under this head the preceding year was 2,463. The ratio of decrease is gratifying ; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the universally desired amendments in the School Law on the subject of compulsory education.

III.—TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,524 schools reported, 5,054 teachers have been employed—iuccrease, 58 ; of whom 2,775 are male teachers—decrease, 2 ; and 2,279 are female teachers—iuccrease, 60.
2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The teachers are reported to be of the following persuasions :—Church of England, 826—iuccrease, 15 ; Church of Rome, 566—iuccrease, 3 ; Presbyterians (of different classes), 1,573—iuccrease, 9 ; Methodists (of different classes), 1,470—decrease, 36 ; Baptists (of different classes), 307—iuccrease, 36 ; Congregationalists, 63—iuccrease, 8 ; Lutherans, 18—decrease, 5 ; Quakers, 17—iuccrease, 7 ; Christians and Disciples, 48—iuccrease, 6 ; reported as Protestants, 105—iuccrease, 2 ; Unitarians, 8—iuccrease, 5 ; other persuasions, 14—decrease, 2 ; not reported, 39—iuccrease, 10.

N.B.—Of the 566 teachers of the Church of Rome, 338 are employed in the Public Common Schools, and 228 are teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 4,920—iuccrease, 38 ; Normal School Provincial Certificates, 1st class, 259—iuccrease, 2 ; 2nd class, 342—decrease, 5 ; (no 3rd class Normal School Certificates are given) ; County Board Certificates, 1st class, 1,819—iuccrease, 66 ; 2nd class, 2,117—decrease, 67 ; 3rd class, 383—iuccrease, 42 ; not reported as classified, 134—iuccrease, 20 ; certificates annulled, 11—iuccrease, 1.

4. Number of schools in which the teacher was changed during the year, 659—decrease, 36.

5. Number of schools which have more than one teacher, 304—iuccrease, 2.

6. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$635—the lowest, \$80 (!!) ; in a *City*, the highest, \$1,300—the lowest, \$300 ; in a *Town* the highest, \$700—the lowest, \$300 ; in an *Incorporated Village*, the highest, \$600—the lowest, \$240. The *average* salary of *male* teachers in *Counties* was \$259—of *female* teachers, \$188 ; in *Cities*, of *male* teachers, \$602—of *female* teachers, \$229 ; in *Towns*, of *male* teachers, \$478—of *female* teachers, \$226 ; in incorporated villages, of *male* teachers, \$420—of *female* teachers, \$192. While the increase in the number of schools reported is 44, and the increase in the number of teachers employed is 58, and the increase in the number of pupils is 11,392, the increase in aggregate sum paid teachers is \$28,622. There is no increase in the largest salaries paid teachers ; the increase has been in adding a little more to the salaries of the poorer paid teachers. Amongst the worst enemies to the efficiency and progress of Common School education, are those trustees and parents whose aim is to get what they mis-call a cheap teacher, and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones ; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers ; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give high wages for *good* labourers, than to give lower wages to poor labourers.

IV.—TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of *School Sections* reported, 4,598—increase, 43, chiefly in new townships. The number of *schools reported as kept open* is 4,524—increase, 44, these mostly in new townships.

2. *Number of Free Schools*—schools supported entirely by rate on property, and which may be attended, as a matter of right, by all residents between the ages of 5 and 21 years without payment of fees, is 4,131—increase, 145. Number of schools partly free—that is, with a rate bill of twenty-five cents or less per month—is 393—decrease, 101. I may repeat here, that whether the schools are free or not depends upon the local votes of the ratepayers at their annual meetings in School Sections, and in the election of Trustees in cities, towns and incorporated villages ; but a general wish has been expressed that all the Common Schools should be made free by law—that twenty years have now elapsed since the question was left as a subject of discussion and voting at the annual school meetings, and that there is no good reason for keeping it open any longer as a subject of neighbourhood agitation, as the voice of the country has been fully and repeatedly expressed on it by making 4,131 of them entirely, and the other 393 nearly free.

3. The number of *school-houses built during the year* in counties was 169, of which 44 were of brick, 30 of stone, 67 frame, and 28 log, in new townships. Only one school-house in a city is reported as having been built during the year ; 4 in *towns*, and 2 in incorporated villages. All these are built of brick except one, which is frame.

4. The whole number of school-houses reported is 4,553, of which 815 are *brick*, 427 *stone*, 1,817 *frame*, 1,469 *log*—decrease of the last, 59.

5. *Titles to School Sites.*—*Freehold*, 4,078—increase, 14 ; *Leased*, 346—increase, 25 ; *Rented*, 95—decrease, 5 ; not reported, 34.

6. *School Visits.*—By Local Superintendents, 10,188—decrease, 444 ; by Clergymen, 6,447—decrease, 2,045 ; by Municipal Councillors, 1,547—decrease, 180 ; by Magistrates, 1,832—decrease, 117 ; by Judges and Members of Parliament, 310—decrease, 132 ; by Trustees, 18,613—decrease, 1,290 ; by other persons, 35,639—decrease, 3,158. Total School Visits, 74,576—decrease, 7,366. It will be observed that there is a decrease of School Visits by each class of School Visitors, and an aggregate decrease of 7,366, while

there was an increase the year preceding of 3,482 visits. I am unable to give any explanation of this painful fact ; but I hope it does not indicate any diminution of zeal and interest in Common School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,780—increase, 96 ; by other persons, 327—increase, 35. Whole number of School Lectures, 3,127—increase, 131. There is a gratifying increase under this head. The lectures delivered by others than Local Superintendents are, of course, voluntary ; but the *law requires* that every Local Superintendent should deliver, during the year, at least one lecture on education in each School Section under his charge ; and the number of School Sections reported, with schools open in them, is 4,524. There are, therefore, 1,744 School Sections, with schools open, in which the requirement of the law, in regard to delivering an educational lecture, has not been observed. The statistical table shows the counties in which this neglect of duty occurs. The state of the weather, and other circumstances, may, in some instances, prevent the discharge of this duty, but cannot account for the failure in 1,744 School Sections. The practice of giving lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one lecture a-year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to schools by Local Superintendents is equal to the requirements of the law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the schools open, including the holidays, *eleven months and four days*—decrease, one day. This is nearly twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such schools—that is, according to the work done in such schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 6,970—decrease, 173 ; considerably less than two for each school, though the law requires that there should be in each school a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, &c.) resident in the School Section. It may not, perhaps, be easy to keep up the interest of *quarterly* examinations in each school, though this was useful at the beginning of the system ; but there certainly should be *half-yearly* Public School Examinations, as in the Provincial Model School—the one before the Christmas holidays, and the other before the long Summer vacation. During the last two years there has been a decrease of nearly 500 in these very important Public School Examinations. I think the time has arrived to make it my duty hereafter to withhold the apportionment of the School Fund from the schools in which this provision of the law is violated. Good teachers do not shrink from, nor are indifferent to, public examinations of their schools. They seek occasions to exhibit the results of their skill and industry ; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their schools. The novelty and excitement connected with such examinations *twice* a year, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Common School education ; and such examinations twice a year will doubtless command a large attendance of parents, trustees, and friends of the pupils of the school.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,412—increase, 80. This exercise should be practised in every school, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of school duties exert a happy influence upon the

minds of pupils and are happy interludes in the work on days of public examinations ; and the more agreeable and attractive such exercises, as well as school accommodations, can be made, the more rapid and successful will school progress become.

11. *School Prizes and Merit Cards.*—The number of schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils, is 1,357—decrease, 164—though there has been an increase in the aggregate amount of prize books applied for and sent out to the schools. In every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every-day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction ; and facilities are provided to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in every thing that constitutes a good pupil and a good school. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient school ; nor does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the school. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations ; but this is no argument against the value of free and elective institutions ; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty ; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

An explanation of this feature of our school system will be its best justification, and evince its great importance. I therefore present it again as follows :—

A comprehensive catalogue of carefully-selected and beautiful prize books has been

prepared and furnished by the Department to Trustees and Municipalities applying for them ; and, besides furnishing the books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these prize books for the encouragement of children in their schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality* ; another for *good conduct* ; a third for *diligence* ; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads ; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as *punctual*, as *diligent*, and maintain as *good conduct* ; and to acquire distinction, and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half year or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the school discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V.—TABLE E.—PRAYERS, READING OF THE SCRIPTURES IN SCHOOLS, TEXT BOOKS, MAPS, APPARATUS.

1. *Prayers and Reading of the Scriptures*.—Of the 4,524 schools reported, the daily exercises were opened and closed with prayers in 3,127 of them—increase, 66 ; and the Bible was read in 3,002. No child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians, expressed in writing. The religious instruction, reading and exercises, are, like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendation on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers are according to the Roman Catholic Church ; but, generally, those exercises are Protestant. The fact that in 3,127 schools, out of 4,524, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people ; although the absence of such religious exercises in a school does not, by any means, indicate the absence of religious principles or feelings in the neighbourhood of such school. There are many religious persons who think the day school, like the farm fields, is the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of it in the public schools.

2. *Text Books*.—In my last annual report I explained fully the steps which had been taken and the measures adopted, not only to secure an uniform series of text books for the schools, but an uniform series of excellent Canadian text books, and the complete success of those measures. Table E shows that those text books are now all but universally used

and also the number of schools in which each of the text books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The maps and globes, and most of the other apparatus used in the schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,422 (or nearly all) the schools—increase, 169 ; globes are used in 1,283 schools—increase, 49 ; maps are used in 3,693 schools—increase, 163. Total maps used in the schools, 27,061—increase, 249.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 165—increase during the year. 3.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance as compared with that at the Public Schools in the same Municipalities, was \$8,730—decrease, \$414. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$475—increase, \$3. The amount of school *rates* from the supporters of Separate Schools, was \$31,443—increase, \$885. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$16,102—increase, \$824. Total amount received from all sources was \$56,751—increase, \$1,299.

3. *Expenditures.*—For payment of teachers, \$38,628—decrease, \$216 ; for maps, prize books and libraries, \$1,439 ; increase, \$282 ; for other school purposes, \$16,683—increase, \$1,234.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools, was 20,684—increase, 90. Average attendance, 8,331—decrease, 974.

5. The whole *number of teachers* employed in the Separate Schools, was 228—decrease, 8 ; male teachers, 104—increase, 10 ; female teachers, 124—decrease, 18. Teachers of religious orders, male, 30—decrease, 34 ; female, 43—decrease, 20.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch ; also the number of schools using maps, apparatus and blackboards.

General Remarks.—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to and enjoyed by every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table C, and noted above, the number of Roman Catholic teachers of the Common Schools is 566, of whom 228 are teachers in Separate Schools. There were, therefore, 338 (increase during the year, 19) Roman Catholic teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the school system, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe, that according to the last General Census, there were 464,315 children in Ontario between the ages of 5 and 16 years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic parents. Of these 70,000 Roman Catholic children, only 29,684 (not one-third of the R. C. school population) attend the Separate Schools ; the other two-thirds (allowing even 10,000 as not attending any school) attend the Public Schools, in which no less than 338 Roman Catholic teachers are employed ; and yet not a complaint has been made of even attempt at proselytism or interference with religious rights guaranteed by law.

VII.—TABLE G.—GRAMMAR SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS, FEES, OR FREE SCHOOLS.

Receipts.—The amount of balances from the preceding year (that is, of moneys not paid in by the 31st of December, 1869), was \$10,083—decrease, \$398. The amount of Legislative Grant for the salaries of teachers, was \$52,103—decrease, \$1,087. The amount of Legislative Grant apportioned for *maps, prize books, etc.*, was \$789—decrease, \$72. The amount of *Municipal Grants* in support of Grammar Schools, was \$35,403—increase, \$1,220. The amount of *pupils' fees*, was \$16,924—increase, \$239. Balances of the preceding year and other sources, \$10,789—decrease, \$2,398. Total receipts, \$126,093—decrease, \$3,096. The chief decrease is in the balances from the preceding year; there was an increase in both the amount of Municipal Grants and of the fees of tuition.

Expenditures.—For salaries of masters and teachers, \$97,009—increase, \$1,160; for building, rents and repairs, \$7,378—decrease, \$2,888; for fuel, books, and contingencies, \$8,222—decrease, \$1,124; for maps, prize books, apparatus, and libraries, \$1,892—decrease, \$291. Total expenditure for the year 1869, \$114,502—decrease, \$3,144. Balances of moneys not paid out at the end of the year, \$11,590—increase, \$47. It is probable that the decrease in the amount expended on *buildings* may be accounted for by the Trustees charging a large proportion of the building expenses to the Common Schools, in case of unions (the majority of the Grammar Schools being united with Common Schools), as the Common School Table shows an increase under this head. It is also likely that some projected buildings are delayed until the law is definitely settled.

Number of Schools, 101—no increase.

Number of Pupils, 6,608—increase, 959—a large proportionate increase.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

This table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, collegiate degree or certificate of the Head Masters, and number of teachers employed in each school.

Whole Number of Pupils in English, 6,491—increase, 928; in English Grammar, 6,463—increase, 1,026; in Spelling and Dictation, 6,067—increase, 1,176; in Reading, 5,924—increase, 1,012; in Composition, 5,015—increase, 890. *Total in Latin*, 5,577—increase, 696; in Harkness or Arnold, 4,146—increase, 331; in Latin Grammar, 3,384—increase, 280; in Latin Exercises and Prose Composition, 1,996—decrease, 306; in Prose, 558—increase, 89; Reading Cæsar, 642—decrease, 63; Reading Livy, 186—increase, 10; Reading Ovid, 95—decrease, 20; Reading Cicero, 257—decrease, 8; Reading Horace, 206—decrease, 10; in Verse Composition, 129—increase, 28; average attendance in Latin, 2,907—increase, 780.5—including girls as well as boys for 1869. *Total in Greek*, 858—decrease, 13; in Harkness, 498—decrease, 82; in Greek Grammar, 553—decrease, 170; in Written Exercises, 412—decrease, 87; Reading Lucian, 208—decrease, 11; Reading the Anabasis, 253—increase, 13; Reading Iliad, 152—decrease, 38; Reading the Odyssey, 63—decrease, 1. *Total in French*, 2,416; in French Grammar, 2,125—increase, 225; in Written Exercise and Composition, 1,908—increase, 282; in French Dictation and Conversation, 506—increase, 96; Reading Voltaire's Charles XII., 546—decrease, 67; Reading Corneille's Horace, 241—increase, 41. *Total in Arithmetic*, 6,442—increase, 990; *Total in Algebra*, 3,061—increase, 226. *Total in Euclid*, 2,053—increase, 60; in the higher rules of Arithmetic, 5,420—increase, 821; in the higher rules of Algebra, 1,848—increase, 68; in Euclid, books III. and IV., 787—decrease, 3; in Trigonometry or Logarithms, 501—decrease, 164; in Mensuration and Surveying, 429—decrease, 104; in Ancient Geography, 1,368—increase, 107; in Modern Geography, 5,680—increase, 916. *Total in History*, 5,218—increase, 762; in Ancient History, 1,070—decrease, 73; in Physical Science, 1,681—increase, 148; in Christian Morals, 1,487—increase, 326; in Civil Government, 82—decrease, 108; in Writing, 5,669—increase,

965 ; in Book-keeping and Commercial Transactions, 1,539—decrease, 3 ; in Drawing, 885—increase, 238 ; in Vocal Music, 623—increase, 382 ; in Gymnastics, 616—increase, 104 ; in Military Drill, 838—increase, 107 ; schools in which the Bible is used, 57—decrease, 6 ; schools in which there are daily prayers, 88—increase, 1 ; schools under united Grammar and Common School Boards, 65—decrease, 2 ; number of maps in the schools, 1,600—decrease, 54 ; number of globes in schools, 133—decrease, 11 ; number of pupils who were matriculated at any University during the year, 87—increase, 3 ; number of Masters and Teachers employed in 101 schools, 165—increase, 4.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control the atmospheric phenomena. The late Rear-Admiral Fitzroy, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America :—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been computed by Professor Dove, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conducted, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe." "In regard to *land stations*, Professor Dove's tables have shewn that data are still pressing required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States ; and that the deficiency extends across the whole North American continent in those latitudes, from the Atlantic to the Pacific.

The Grammar School system secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, Auroras, and other meteoric phenomena. The observations are taken at 7 a.m., 1 p.m., and 9 p.m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigations.

In my report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted. The system has not been sufficiently long in operation to determine the normal conditions at the several stations, but it will be observed, with respect to temperature, that the extremes of 1868 were not repeated in 1869, although great similarity is shown in the means.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

TABLE of certain results of Meteorological Observations

For further details,

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
BAROMETER. <i>Corrected to 32°, and approximately reduced to sea level.</i>				
Annual Mean Pressure { at 7 A.M.	29.6772	29.9119	Barometer out of repair during the greater part of the year.	29.9163
at 1 P.M.	29.6436	29.8915		29.9127
at 9 P.M.	29.6708	29.9016		29.9100
Mean	29.6639	29.9016		29.9130
Highest pressure	30.345	30.552		30.485
Date of highest pressure	9 p.m. Feb. 1st	9 p.m. Dec. 30		9 p.m. Dec. 13th
Highest monthly mean pressure	29.7794	30.0971		30.0845
Month of highest mean pressure	March	December		September
Lowest monthly mean pressure	29.5723	29.7769		29.8154
Month of lowest mean pressure	November	May		May
Lowest pressure	28.784	29.159		28.971
Date of lowest pressure	1 p.m. Nov. 17th	1 p.m. Feb. 23rd		1 p.m. Nov. 17th
Annual range	1.561	1.393		1.514
Greatest monthly range	1.343	1.282		1.420
Month of greatest range	November	February		November
Greatest daily range (24 hours) .....	.991	1.019		1.082
Date of greatest range	November 16-17	December 21-22		November 16-17
TEMPERATURE.				
Annual means { at 7 A.M.	41°.37	39°.91	39°.64	41°.22
at 1 P.M.	48°.63	48°.15	47°.76	46°.62
at 9 P.M.	41°.48	42°.67	42°.00	42°.88
Mean	43°.83	43°.58	43°.13	43°.57
Mean maximum	53°.61	51°.71	53°.26	50°.18
Mean minimum	33°.11	34°.14	31°.90	35°.32
Mean range	20°.50	17°.57	21°.36	14°.86
Greatest daily range	43°.3	36°.0	57°.09	39°.1
Day of greatest range	February 28th	December 4th	April 14th	May 26th
Least daily range	4°.6	4°.4	5°.3	3°.0
Day of least range	December 11th	December 29th	Oct. 29, Dec. 29	December 17th
Highest temperature	89°.1	85°.6	96°.2	85°.5
Day of highest temperature	September 19th	August 25th	May 31st	August 19th
Lowest temperature	-16°.5	-7°.6	-12°.7	-4°.3
Day of lowest temperature	February 28th	March 22nd	Feb. 2nd and 8th	March 4th
Warmest month	July	July	July	July
Mean temperature of warmest month	68°.07	66°.57	66°.66	65°.33
Coldest month	February	February	February	March
Mean temperature of coldest month	22°.78	22°.85	19°.82	23°.08
Warmest day	September 20th	August 20th	August 20th	August 19th
Mean temperature of warmest day	77°.43	78°.33	77°.03	77°.77
Coldest day	March 4th	January 22nd	January 22nd	March 4th
Mean temperature of coldest day	1°.93	2°.26	-4°.6	2°.77
TENSION OF VAPOR.				
Annual means { at 7 A.M. ....	.257	.261	.252	.261
at 1 P.M. ....	.275	.302	.311	.291
at 9 P.M. ....	.259	.277	.269	.275
Mean .....	.264	.280	.277	.276
Highest monthly mean tension .....	.502	.530	.589	.541
Month of highest mean tension	July	July	July	July
Lowest monthly mean tension .....	.113	.120	.099	.114
Month of lowest mean tension	March	February	February	March
HUMIDITY.				
Annual means { at 7 A.M.	82	86	84	84
at 1 P.M.	71	77	78.3	77
at 9 P.M.	83	86	84.3	83
Mean	79	83	82.2	81
Highest monthly mean humidity	90	93	88	86
Month of highest mean humidity	December	March	December	February
Lowest monthly mean humidity	67	73	67	74
Month of lowest mean humidity	May	April	April	May

* It is presumed that this is exaggerated, but is given as reported ;

at Ten Grammar School Stations, for 1869.

see Table I.

HAMILTON.	PEMBROKE.	PETERBOROUGH.	SIMCOE.	STRATFORD.	WINDSOR.
29.9308 29.9164 29.9208 29.9221 31.228*	29.6519 29.5935 29.6194 29.6216 30.416	29.8042 29.8556 29.8771 29.8456 30.489	29.826 29.828 29.831 29.8285 30.353	29.8778 29.8620 29.8702 29.8700 30.392	29.9847 29.9634 29.9706 29.9729 30.501
1 p.m. October 25th 30.096 September 29.890 May 29.125	9 p.m. Dec. 13th 29.9148 December 29.4723 May 28.950	9 p.m. Dec. 13th 30.06 September 29.7660 May 29.150	9 p.m. Dec. 8. 29.9840 September 29.6780 February 29.116	9 p.m. Dec. 13th 30.0618 September 29.7659 February 29.007	9 p.m. Dec. 13th 30.1242 September 29.8836 May 29.088
9 p.m. April 28th 2.103* 1.7710 October 1.1610 October 25-26	1 p.m. April 5th 1.466 1.232 February 1.061 Dec. 21-22	1 & 9 p.m. Nov. 17 1.339 1.212 Nov. and Dec. 1.074 December 21-22	7 a.m. Nov. 17th 1.243 1.207 November .884 November 16-17	1 p.m. Nov. 17th 1.3825 1.324 November 1.015 November 16-17	November 1.413 1.351 November .759 November
42°.29 51°.02 43°.56 45°.62 55°.52 32°.12 23°.40 47°.10 March 22nd 7°.8 December 28-29 94°.3 August 20th -8°.40 March 5th July 68°.43 March 25°.37 August 20th 80°.70 March 4th 9°.30	35°.04 44°.35 39°.92 39°.77 49°.72 27°.33 22°.39 48°.3 March 5th 5°.0 August 28th 87°.1 July 17th -32°.6 March 5th July 66°.01 February 14°.83 August 20th 73°.0 January 22nd -11°.33	37°.79 48°.79 40°.57 42°.38 52°.65 27°.98 24°.07 43°.9 March 17th 8°.1 December 18th 86°.9 July 26th -19°.6 March 1st July 67°.34 February 20°.35 August 20th 76°.16 March 4th 0°.76	41°.82 50°.51 43°.49 45°.28 53°.09 87°.1 August 20th July 67°.93 March 24°.51 August 20th 79°.90 March 4th 6°.76	38°.62 46°.16 41°.06 41°.95 49°.25 33°.48 15°.77 30°.1 July 2nd 3°.7 December 11-17 85°.0 August 20th -12°.2 March 16th July 64°.49 March 20°.81 August 20th 76°.43 March 4th 2°.03	43°.41 51°.93 44°.58 46°.64 54°.63 37°.52 17°.11 33°.3 February 3°.7 April 92°.2 August 20th -0°.5 March 5th July 70°.06 March 26°.07 August 20th 81°.17 March 11th 10°.37
.270 .304 .275 .283 .563 July .112 March	.231 .263 .250 .248 .492 July .087 February, March	.243 .275 .251 .256 .495 July .103 February	.272 .310 .288 .290 .544 July .113 March	.251 .284 .266 .267 .524 July .106 March	.287 .317 .298 .301 .582 August .131 March
81 67 82 77 82 December 72 April, May	87 73 82 81 90 February 74 August	84 68 82 78 84 February 71 May	85 73 86 81 93 December 73 May	89 75 86 83 88 February 70 May	86 72 87 82 95 December 67 September

the probable highest pressure is that reported for 7 a.m., 2nd September, 30.916.

TABLE of certain results of Meteorological Observations

	BARRIE.	BELLEVILLE.	CORNWALL.	GODERICH.
VELOCITY OF WIND.				
In the absence of proper anemometers, velocity is merely estimated from 1 to 10. See table.				
AMOUNT OF CLOUDINESS.				
Annual Means { at 7 a.m.....	6.48	6.15	5.96	7.44
at 1 p.m.....	6.79	6.22	6.37	7.37
at 9 p.m.....	5.4	6.02	4.86	6.36
Mean.....	6.3	6.13	5.73	7.06
Highest monthly mean cloudiness.....	8.9	7.97	7.74	9.0
Month of highest mean cloudiness	November	February	February	Nov., Dec.
Lowest monthly mean cloudiness	4.1	4.08	4.23	5.0
Month of lowest mean cloudiness.....	September	September	June	September
RAIN AND SNOW.				
Number of rainy days.....	87	88	32	100
Duration in hours and minutes.....		491.45		510
Depth in inches	21.0643	28.916		26.6249
Number of snowy days.....	77	57	52	67
Duration in hours and minutes		264.30		326.75
Depth in inches	83.35	107.50		111.75
Total depth of rain and melted snow...	29.3993	39.666		37.7999
Month of greatest precipitation.....	June	September		June
Depth	3.9949	7.276		6.6706
Month of least precipitation	January	August		September
Depth .....	.4350	1.555		1.2605
AURORAS.				
Number of Nights { Class I.....				
Class II.....	1	7	1	
Class III.....	8	7	7	3
Class IV.....	17	1	3	17
Sky unfavorable, observations doubtful.....	4		16	13
Sky unfavorable, observations impossible.....	180	196		174
Sky favourable, none seen	105	102		107

at Ten Grammar School Stations, for 1869.—*Continued.*

HAMILTON.	PEMBROKE.	PETERBOROUGH	SIMCOE.	STRATFORD.	WINDSOR.
6.47 7.07 5.40 6.31 8.10 December 4.63 September	7.5 7.4 6.5 7.1 8.8 November 5.4 September	6.74 7.26 5.84 6.61 8.43 December 4.86 September	5.5 5.2 5.4 5.4 7.71 February 3.1 September	7.0 7.3 6.0 6.8 8.7 November 4.4 September	6.6 7.6 6.4 6.9 8.1 November 5.0 September
99 380.13 35.2064 48 276.45 85.70 43.7754 June 6.9436 January 1.0764	107 417.30 25.1572 81 354 124.875 37.6447 September 6.9760 April .9621	82 609.41 21.622 74 627.89 91.25 30.747 September 5.115 January 1.231	83 36.6800 38 75.5 44.2300 December 5.7665 May 1.6099	106 608.50 34.3021 81 572.30 132.2 47.5221 June 8.9111 May 1.8122	107 371.10 27.4829 53 190.55 90.554 36.5383 June 6.4093 January .8782
4 1 21 166 124	..... 2 16 45 29 185 45	..... 1 5 20 32 163 88	1 2 9 3 179 124	..... 4 7 14 179 161	..... ..... ..... 14 8 193 93

X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole system has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe; yet the applications for admission during the present session (August, 1870) have been 180 (larger than for some years), and the failures in examination have been less than ten—much less proportionally than at the commencement of previous sessions. Upwards of 80 of those admitted have been teachers. The applications now on the books for admission to the *Model* Schools, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the counties whence the students have come; and the third gives the religious persuasions of the students.

The Table shows that of the 5,737 admitted to the Normal School (out of 6,388 applications) 2,847 of them had been teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male candidates admitted, 2,001 of them had been teachers; of the 2,745 female candidates admitted, 846 of them had been teachers. The number admitted the first session of 1869 was 166, the second session, 174—total, 340—of whom 201 attended both sessions. Of the whole number admitted, 158 were males, and 182 females. Of the male students admitted 93 had been teachers; of the female students admitted 42 had been teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools throughout the Province, in cities and towns as well as townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public or private schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that, of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating countries have established their necessity and importance. The wonder now is, that while no one thinks of being a printer, or painter, or shoemaker, &c., without first learning the trade, persons have undertaken the most difficult and important of all trades or professions—that which develops mind and forms character—without any preparation for it. The demand for teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency. For the information of parties desirous of obtaining information in regard to the course of in-

struction and training in our Normal School, I append to this report a valuable paper on the subject, drawn up by Dr. Sangster, Head Master. See Appendix B.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the city are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a *Model School* for teaching Common School subjects is organized and managed; how the pupils are classified, and how the several subjects are taught; and they at length teach themselves, as assistants, under the observation and instruction of the regularly trained teachers of the school, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, &c. The Head Master of the Normal School includes in his instructions a series of lectures on school government, teaching, &c.; and the Deputy Superintendent of Education (a member of the Bar) delivers a short course of lectures to the Normal School students on the School Law, and their duties and modes of proceeding respecting it.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in this Province. Table L contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained there are 16 Colleges (several of them possessing eminent powers), with 1,930 students: 279 Academies and Private Schools—decrease 3—with 6,392 pupils—decrease, 263; which were kept open 10 months, and employed 352 teachers—decrease, 35. Total students and pupils, 8,322—decrease, 263.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. This Table contains three statements; *first*, of the Municipalities which have been supplied with libraries; or additions during the year, and the value and number of volumes to each; *second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes, and also of other public libraries; *third*, the number and subjects of volumes which have been furnished, as libraries and prize books, to the several counties each year since the commencement, in 1853, of this branch of the school system.

2. (*Statement No. 1.*) The amount expended in establishing and increasing the libraries is \$4,655—increase, \$235—of which one-half has been provided from local sources. The number of volumes supplied is 6,428—decrease, 145. This small decrease in the number of volumes furnished as compared with that of the preceding year, while there was an increase in the amount expended, indicates the purchase of larger books.

3. (*Statement No. 2.*) The value of Public Free Libraries furnished to the end of 1869 was \$132,129—increase, \$4,655. The number of Libraries, exclusive of subdivisions, 1,107—increase, 37. The number of volumes in these libraries was 234,038—increase, 6,428.

Sunday School Libraries reported, 2,273—increase, 71. The number of volumes in these libraries was 334,985—increase, 8,048.

Other Public Libraries reported, 385—increase, 1. The number of volumes in these libraries was 174,037—increase, 357.

The total number of Public Libraries in Ontario is 3,765—increase, 109. The total of the number of volumes in these libraries is 743,060—increase during the year, 14,833 volumes.

4. (*Statement No. 3.*) This important statement contains the number and classification of public libraries and prize books which have been sent out from the Depository of the

Department from 1853 to 1869 inclusive. The total number of volumes for *Public Free Libraries* sent out, 237,648. The classification of these books is as follows:—*History*, 41,328; *Zoology and Physiology*, 15,113; *Botany*, 2,783; *Phenomena*, 6,040; *Physical Science*, 4,708; *Geology*, 2,041; *Natural Philosophy and Manufactures*, 12,996; *Chemistry*, 1,526; *Agricultural Chemistry*, 794; *Practical Agriculture*, 9,433; *Literature*, 22,905; *Voyages*, 20,462; *Biography*, 27,367; *Tales and Sketches*, *Practical Life*, 66,611; *Fiction*, 641; *Teachers' Library*, 2,900. Total number of *Prize Books* sent out, 442,794. Grand total of library and prize books (including, but not included in the above, 11,735 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 691,561.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which, after examination, have been approved by the Council of Public Instruction) is printed, and sent to the trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at cost prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and Local Superintendents, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the schools, was \$24,465—decrease, \$1,458. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 125; of Europe, 208; of Asia, 156; of Africa, 134; of America, 163; of British North America and Canada, 194; of Great Britain and Ireland, 143; of Single Hemisphere, 143; of Scriptural and Classical, 109; of other charts and maps, 217; of globes, 78; of sets of apparatus, 39; of other pieces of school apparatus, 728; of Historical and other Lessons, in sheets, 5,240. Number of volumes of *prize books*, 54,657.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1869 the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$264,233, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the *World* furnished is 2,315; of *Europe*, 3,601; of *Asia*, 2,901; of *Africa*, 2,687; of *America*, 3,051; of *British North America and Canada*, 3,355; of *Great Britain and Ireland*, 3,500; of *Single Hemispheres*, 2,395; *Classical and Scriptural Maps*, 2,493; *other maps and charts*, 5,175; *globes*, 1,833; *sets of apparatus*, 349; single articles of school apparatus, 14,003; *Historical and other Lessons*, in sheets, 148,332; *volumes of Prize Books*, 442,794.

3. I also repeat the following explanation of this branch of the Department:—

The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Canada contain the latest discoveries of voyagers and travel

lers, and are executed in the best manner, as are tellurians, mechanical powers, numerical frames, geometrical powers, &c., &c. All this has been done by employing competitive, private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to municipal and school authorities all over the country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1869, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,694	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808

BOOK IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus), imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850.....	\$101,880	\$141,700	\$243,580	\$84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	*224,582	*254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874

In the Appendix G will be found the General Regulations upon which the Depository Branch of the Department is conducted, with other information.

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This table shows the age and service of each pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School teachers, is as follows:—In 1853 the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854 (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn-out. When the fund is not sufficient (as it never has been since the first year of its administration) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the Table that 247 have been admitted to receive aid, of whom 116 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1869, the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1869 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed applicants except that which has been spent in teaching a Common School in Ontario; though their having taught school many years in England, Ireland, Scotland, or the British Provinces, has induced

* Estimate.

the Council, in some instances, to admit applicants to the list of worn-out Common School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the county of each pensioner's residence. That part of the table has been omitted in my last three reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1869.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1869 was 4,923—*increase*, 41; the whole number of students and pupils attending them was 448,160—*increase*, 13,227; the total amount expended for all educational purposes was \$2,059,783—*increase*, \$32,584. The total amount *available* for educational purposes was \$2,273,903—*increase*, \$34,264.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1869 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analysing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1869 the number of Common Schools has been increased from 2,800 to 4,359, and the number of pupils attending them from 130,739 to 411,706. The amount provided for the support of Common Schools has been increased since 1848 from \$344,276 to \$1,175,166, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, but which in 1869 amounted to \$449,731—making the aggregate for Common School purposes in 1869, \$1,624,897. Then the number of free schools since 1850 has increased from 252 to 4,131; to which are to be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus, (of domestic manufacture) prize books and public libraries.

XVII. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums in Europe, including the busts of several of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving school architecture and appliances, and to promote art, science and literature, by the means of models, objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions, made at a comparatively small expense, are of great variety and value.

XVIII.—REPORT OF THE INSPECTOR OF GRAMMAR SCHOOLS.

I beg to direct special attention to the practical and excellent Report of the Inspector of Grammar Schools, which will be found in Appendix A. The Report of the Inspector (the Rev. J. G. D. Mackenzie, A. M.,) this year as last year, is alike kind and faithful, and is replete with practical remarks and suggestions; it points out clearly the defects of many, both Grammar and Common Schools, and shows clearly in the interests of higher English, as well as of sound classical education, the necessity of the revival of the system, as contemplated by the principal provisions of the Grammar School Bill, which were recommended by a Select Committee of the Legislative Assembly of 1868, and which was almost unanimously concurred in by the County School Conventions held in February and March of 1869. I agree entirely with Mr. Mackenzie in his urgent suggestions for increased provision for the Inspection of Grammar Schools, and in recommending the apportioning of the Grammar School Fund, according to *results* of teaching, and not merely according to members.

XIX.—EXTRACTS FROM REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

In most school reports, both in Great Britain and the neighbouring States, a large

space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development—the intelligent and noble struggles of some new settlements to educate their children, and the shameful negligence of some old settlements in regard to the education of their children.

Character of these Reports.—In Appendix A to this Report I have given extracts from the reports of Local Superintendents of townships, cities, towns, and incorporated villages. These extracts of reports, impartially given, are few in comparison with the five hundred municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks, indicating, probably, the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts :—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the schools in many places does not arise from any complained of defects in the school law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced and far less progressive than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report for last year.

4. *Best Teachers the Cheapest.*—That as the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and mis-called cheap teachers ; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class teachers, and prescribing a minimum teacher's salary which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of teachers ; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified teachers whom they license from being deprived of, or driven from employment by the meanness and folly of trustees who employ incompetent teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favor of free schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the free school principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—That competitive examinations of schools, and the distribution of prizes to reward and encourage *punctuality, good conduct, diligence, and perfect recitations* of pupils, form a powerful element for improving the schools, and animating teachers and pupils to exertion. In all the local reports, there is scarcely a dissenting voice as to the salutary influence of distributing prizes as an encouragement and reward to meritorious pupils in the schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, have been where the prizes have been distributed in an exceptional manner—by the teacher alone, or upon the single ground of

cleverness or success at final examinations, and not embracing rewards also for *punctuality*, *good conduct*, *diligence*, (as suggested and provided for by the four classes of merit cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon teachers and pupils of competitive examinations among the pupils of the several schools of a township. The twofold objection heretofore urged in a few instances is now seldom repeated, namely, that the distribution of prizes is not an appeal to the high motives of *duty*, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that of discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection, according to the principle of which, punctual, well-conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

9. These Extracts from local reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its members, and which were subsequently approved of by four-fifths of forty County School Conventions.

XX. CONCLUDING REMARKS.

I defer, until the passing of the proposed Grammar and Common School Amendment Bills, any extended remarks on what I believe to be the needed developments of our Schools, in their relations, subjects, and methods. I will confine myself to repeating the expression of the conviction, that the tendency of the youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the profession of the law, medicine, etc., but it appears to me very important, as the fundamental principles and general machinery of our school system are settled, that the subjects and teaching of the schools should be adapted to develop the resources and skilful industry of the country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the vegetables and flowers and trees with which he daily meets; the insects and birds and animals of his country; the nature of its soils and minerals; the chemical and mechanical principles which enter into the construction and working of the implements of husbandry; the machinery of mills, manufactures, railroads and mines; the production and preparation of the clothes we wear, the food we eat, the beverages we drink, the air we breathe; together with the organs of our bodies, the faculties of our minds, and the rules of our conduct. The mastery of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside; and the knowledge of them would contribute vastly more to skilled and various industry, and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time and attention of many a youth in our Grammar Schools.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,
Toronto, August, 1870.

PART II.

—
STATISTICAL REPORT.

1869.

TABLE A.—The Common

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2316 00	75 70	2309 00	6464 61	338 55	2743 02
Stormont	1909 00	35 53	2015 00	8515 75	86 67	1382 31
Dundas	2101 00	49 48	2127 00	9474 65	13 85	1815 04
Prescott	1695 50	16 50	2160 00	6645 01	54 50	989 78
Russell	850 00	20 00	918 00	4209 17		512 64
Carleton	3308 00	182 00	2913 00	16966 16	586 35	3308 02
Grenville	2191 00	75 06	2141 00	6414 44	284 07	2857 72
Leeds	3572 00	276 45	3554 00	15879 82	617 22	8033 62
Lanark	3270 00	258 62	3592 08	17247 51	360 48	7178 36
Renfrew	2646 00	41 70	2530 00	12897 29	25 98	1955 36
Frontenac	3091 00	125 50	3545 00	14824 31	1042 13	3311 17
Addington	2058 00	190 00	2854 00	8528 05	220 83	3055 70
Lennox	858 00	41 00	1308 00	4676 80	42 68	1825 63
Prince Edward	1981 00	118 25	2275 00	14125 37	860 54	3074 08
Hastings	4404 50	147 10	4443 00	21676 06	328 95	6168 33
Northumberland	4083 00	196 05	4011 00	27117 82	81 17	5390 02
Durham	3560 00	245 41	3560 00	23271 37	705 55	4040 95
Peterborough	2660 00	127 58	3120 00	14646 67	225 52	3683 46
Victoria	3254 00	290 71	3525 00	17544 63	113 77	3487 37
Ontario	4431 00	559 74	4400 00	34556 16	501 40	9749 75
York	6082 50	436 27	5908 00	43030 22	1368 43	16890 44
Peel	2771 00	246 83	2787 00	17024 66	1404 25	4484 68
Simcoe	5608 00	586 54	5957 82	37705 58	399 65	7831 44
Halton	2068 00	470 71	3278 00	11670 62	1709 03	4233 89
Wentworth	3200 00	349 57	3168 00	18162 01	2463 22	5621 02
Brant	2093 00	57 50	2904 00	16398 19	1263 71	5170 62
Lincoln	2026 00	143 88	2520 00	15056 22	1342 35	4907 76
Welland	2080 00	98 76	2595 00	15892 65	680 74	5649 04
Haldimand	2462 00	231 71	3016 00	15519 62	753 55	5372 83
Norfolk	3242 00	280 70	3184 00	23485 89	351 36	7736 24
Oxford	4719 00	515 72	4941 53	33562 77	1067 66	8759 61
Waterloo	3434 00	256 19	4900 00	27301 05	516 12	7519 35
Wellington	5574 00	310 84	5960 26	37992 59	378 98	7309 85
Grey	5816 00	420 12	6290 00	35451 33	108 11	6238 98
Perth	4155 00	397 75	4004 00	26440 52	37 87	6345 78
Huron	6288 00	631 08	6143 00	45269 64	40 68	7760 97
Bruce	4366 00	345 41	4280 00	25721 17	7 11	6679 39
Middlesex	6772 00	602 35	6619 00	46748 48	758 78	5344 09
Elgin	3331 00	334 10	3400 00	24234 34	823 21	5861 69
Kent	3203 50	136 75	3160 00	24508 06	222 30	5451 45
Lambton	3125 00	311 25	4907 00	26272 29	37 22	9869 83
Essex	2360 00	123 70	2341 70	16052 20	141 07	2343 84
District of Algoma	575 00	15 00				
Perry Sound	50 00	62 00				12 00
Total	139640 00	10430 11	149564 39	869241 75	22365 61	221957 12
CITIES.						
Toronto	4418 00	233 24	32500 00	1880 50		6467 49
Hamilton	1949 00	242 87	15119 00	963 90	6807 50	5168 29
Kingston	1393 00		8240 00	1200 00	105 25	510 34
London	1530 00	200 15	11415 09			6647 79
Ottawa	1513 00	46 25	9000 00	4115 80	420 00	22693 16
Total	10803 00	722 51	76274 09	8160 20	7332 75	41487 07

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1869.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1869.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
14246 88	10090 29	168 70	1472 32	165 39	878 64	12775 34	1471 54
13944 26	9402 51	71 06	1894 25	310 70	746 65	12425 17	1519 09
15581 02	9936 98	98 96	1799 56	750 37	1209 22	13795 09	1785 93
11561 29	7556 18	68 05	663 54	266 08	702 35	9256 20	2305 09
6509 81	5222 73	91 25	796 00	93 21	281 86	6485 05	24 76
27263 53	19415 24	364 00	3396 18	558 87	1633 67	25367 96	1896 57
13963 29	10500 01	150 12	583 85	283 84	1171 75	12689 57	1273 72
31933 11	21024 39	552 90	2532 46	762 84	2987 37	27859 86	4073 15
31907 05	19509 47	517 24	2463 44	730 19	5814 47	29034 81	2872 24
20096 33	14374 14	131 54	1191 75	715 41	2112 50	18525 34	1570 99
25939 11	16427 02	251 00	2685 75	499 30	1743 88	21606 95	4332 16
16906 58	11722 57	380 00	993 41	355 24	1243 17	14694 39	2212 19
8752 11	6166 59	82 00	90 25	346 56	823 66	7509 06	1243 05
22494 24	17507 07	239 51	1701 16	353 31	2165 53	21966 58	467 66
37167 94	25397 10	402 85	2432 20	1085 42	2991 41	32308 98	4858 96
40879 06	29670 83	412 64	3554 00	854 97	3585 56	38078 00	2801 06
35383 28	26058 79	521 26	2414 69	1021 43	3005 39	33021 56	2361 72
24463 23	16710 64	255 16	2077 57	406 75	1759 31	21109 43	3253 80
28215 48	20378 85	585 12	2373 08	793 87	2429 90	26560 82	1654 66
54198 05	34941 03	1142 77	5056 24	2925 56	4704 10	48769 70	5428 35
73715 86	46318 59	979 53	9907 18	1769 70	5824 97	64799 97	8915 89
28718 42	21993 27	527 53	1729 76	751 38	2070 76	27072 70	1645 72
58089 03	39183 62	1268 97	6060 84	1410 68	4390 92	52315 03	5774 00
23430 25	16915 42	941 42	2258 82	578 56	2084 64	22778 86	651 39
32956 82	24169 80	685 14	1899 15	773 53	2933 93	30461 55	2495 27
27887 02	17662 42	150 94	3941 28	442 35	2328 04	24525 03	3361 99
25996 21	15980 27	329 34	2384 82	344 34	2376 78	21415 55	4580 66
26996 19	16975 88	409 15	1525 30	463 44	3105 63	22479 40	4516 79
27355 71	19367 01	463 42	2636 72	493 07	1849 60	24809 82	2545 89
38290 19	23363 55	561 40	6307 79	846 62	2993 97	34073 33	4206 86
53566 29	35953 95	1031 44	5817 40	1329 02	3620 23	47752 04	5814 25
43926 71	30241 28	591 56	1961 39	1359 46	3167 28	37320 97	6605 74
57526 52	39651 75	813 21	6082 21	1443 05	3595 51	51585 73	5940 79
54324 54	39805 45	840 24	3367 32	1270 90	4279 30	49563 21	4761 33
41380 92	28586 98	862 87	4505 45	862 08	3233 89	38051 27	3329 65
66133 37	45478 07	1262 16	6208 20	1721 66	4754 54	59424 63	6708 74
41399 08	26337 65	703 45	5679 36	838 70	2981 32	36550 48	4848 60
66844 70	48185 20	1261 08	9295 44	1576 89	4526 09	64844 70	2000 00
37984 34	27481 94	668 20	1917 82	587 04	3361 23	34016 23	3968 11
36742 06	26262 18	790 96	2051 85	1076 23	2586 15	32767 37	3974 69
44522 59	24754 54	786 11	6792 79	982 83	3872 14	37188 41	7334 18
23362 51	17535 45	278 72	986 08	735 46	1438 57	20974 28	2388 23
590 00	560 00	30 00				590 00	
124 00		124 00				124 00	
1413198 98	964776 70	22846 97	133488 67	34936 30	113375 88	1269424 52	143774 46
45499 23	22115 00	466 48	7499 81	3240 07	8610 92	41932 28	3566 95
30250 56	17252 76	485 74	4947 26	1149 07	6311 04	30145 87	104 69
11448 59	7681 81	120 37	315 00	663 59	2666 76	11447 53	1 06
19793 03	9547 10	400 30	1032 45	884 26	967 66	12831 77	6961 26
37788 21	8903 72	121 25	15418 48	454 00	3924 72	28822 17	8966 04
144779 62	65500 39	1594 14	29213 00	6390 99	22451 10	125179 62	19600 00

TABLE A.—The Common

TOWNS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	246 00	58 00	1528 38	1360 98	60 12	56 47
Barrie	300 00	16 28	1537 00	284 00		82 91
Belleville	657 00	17 00	6784 17			2039 46
Berlin	303 00	75 05	2883 00	217 42	37 48	192 14
Bothwell	119 00	38 00	1415 13			240 96
Bowmanville	269 00	52 00	1829 76		763 58	244 86
Brantford	991 00	75 75	8100 00	377 22	1027 50	1173 68
Brockville	435 00	63 00	3814 00	353 32	43 25	2696 39
Chatham	466 00	44 00	2836 87			2960 05
Clifton	140 40	9 50	1100 00	100 00	100 00	1563 58
Cobourg	488 00	135 80	2700 00	185 46	598 75	446 06
Collingwood	160 00	25 00	1190 00			150 19
Cornwall	203 00		1550 00			1250 00
Dundas	316 00	16 40	566 25	1654 17	881 88	997 64
Galt	358 00	5 00	3617 00		33 50	1858 87
Goderich	359 00	72 40	4200 00			152 66
Guelph	586 00		4328 62		1432 61	621 48
Ingersoll	343 00	7 25	1039 00	233 80	656 37	1268 10
Lindsay	272 00	17 91	1905 18	861 60		5322 52
Milton	100 00	82 09	1422 60		2 50	224 21
Napanee	220 00	23 25	1095 00	74 53	56 09	114 90
Niagara	229 00		828 24		6 75	1020 84
Oakville	159 00	10 34	1272 85	105 62	75 00	67 84
Owen Sound	269 00		3670 00			7586 20
Paris	268 00		2320 26	69 43	20 00	337 32
Perth	277 00	10 00	1119 84	629 15		1027 80
Peterborough	432 00	28 00	2519 85	500 00	1593 58	216 21
Pictou	243 00		1200 00	287 75		1065 66
Port Hope	438 00	21 82	2196 09		1763 50	1888 04
Prescott	248 00	40 00	953 00	749 78	593 00	173 84
Sandwich	150 00	10 00	699 23			11 48
Sarnia	261 00	72 24	2079 33		829 00	907 05
St. Catharines	683 00	10 62	3285 32	888 45		1330 49
St. Marys	351 00	60 00	2600 00	193 00		1830 50
St. Thomas	187 00		1374 00		656 25	229 70
Simcoe	165 00	20 00	1394 51	60 00		41 52
Stratford	353 00	19 00	3252 00	400 00		2344 10
Whitby	295 00	32 48	2242 64	139 72		567 05
Windsor	370 00	74 06	3593 00			1369 46
Woodstock	365 00	29 63	2600 00		1206 63	533 53
Total	13045 00	1271 85	94642 12	9725 40	12437 34	46197 50
VILLAGES.						
Arnprior	135 00	40 00	1416 22			206 03
Ashburnham	125 00	10 00	200 00			160 67
Aurora	126 00		1125 00			1123 40
Bath	65 00		450 00			313 06
Bradford	120 00	32 22	663 62			168 54
Brampton	185 00	38 80	2150 00			91 45
Brighton	130 00	16 00	930 00			701 68
Caledonia	115 00		450 00		333 91	68 28
Cayuga	82 00		470 00			156 41
Chippewa	159 00		650 00	104 65		1 22
Clinton	145 00		1500 00			3884 49
Colborne	96 00	5 00	750 00			15 20
Dunnville	165 00		865 00			991 24
Elora	186 00		1315 43	77 00		506 28
Embro	70 00	5 00	349 00		5 00	12 76
Fergus	159 00	28 00	1250 00	227 76	1 50	613 60

Schools of Ontario—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1868.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1868.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
3309 95	1945 84	126 00	634 02	90 10	462 11	3258 07	51 88
2220 17	1546 81	117 03		115 00	303 09	2081 93	138 24
9497 63	5147 83	57 60	1233 18	1392 01	1100 15	8930 77	566 86
3708 09	2709 18	150 10		239 17	419 47	3517 92	190 17
1804 11	1234 00	100 71		154 18	172 24	1661 13	142 98
3159 20	1930 33	104 00	122 27		766 81	2923 41	235 79
11745 15	6402 69	151 50	102 87	297 80	1935 03	8889 89	2855 26
7406 96	3210 00	126 00		84 71	3260 91	6681 62	725 34
6306 92	2391 45	88 00	1611 35	150 00	1445 02	5685 82	621 10
3013 08	1234 00	19 42	700 00	23 34	165 71	2142 47	870 61
4534 09	2900 00	302 80	52 00	290 00	455 17	3999 97	534 12
1525 19	1125 00	50 00		25 22	265 92	1466 14	59 05
3003 00	1142 00	20 60		360 68	845 10	2368 38	634 62
4432 34	3621 97	38 20		222 51	510 87	4393 55	38 79
5872 07	3111 00	10 00		379 53	585 17	4085 70	1786 37
4784 06	3460 00	144 80		59 62	791 70	4456 12	327 94
6968 71	4549 11	68 05	477 00	514 31	1331 44	6939 91	28 80
3547 52	1811 67	77 25	916 85	126 88	221 26	3153 91	393 61
8379 21	2159 17	186 18	2616 05	407 56	1868 33	7237 29	1141 92
1831 40	905 00	168 53		75 69	126 21	1275 43	555 97
1583 77	1278 94	39 91		26 25	229 31	1574 41	9 36
2084 83	1847 28	10 00		11 65	215 90	2084 83	
1690 65	1226 66	61 34		133 05	215 96	1637 01	53 64
11525 20	2670 00	10 56	6663 30	450 29	1397 27	11191 42	338 78
3015 01	1898 23	11 45		464 49	553 21	2927 38	87 63
3063 79	1840 00	20 00		67 61	638 75	2566 36	497 43
5289 64	3783 83	86 00		115 19	1060 28	5045 30	244 34
2796 41	1187 71		61 00	314 89	430 02	1993 62	802 79
6307 45	2912 50	42 73	2048 30	37 15	865 13	5895 81	411 64
2757 62	1363 13	80 00		63 62	468 06	1964 80	792 82
870 71	627 50	20 00			222 10	869 60	1 11
4148 62	2334 00	144 48	952 00	214 00	290 22	3934 70	213 92
6197 88	4775 06	326 71	300 00	308 11	488 00	6197 88	
5034 50	2178 30	149 00	40 00	247 75	546 74	3161 79	1872 71
2446 95	1625 65			225 95	313 23	2164 83	282 12
1681 03	1307 24	95 00		157 10	121 69	1681 03	
6368 10	2600 00	80 00		132 33	148 35	2960 68	3407 42
3276 89	2138 07	128 58		359 00	651 24	3276 89	
5396 52	2805 00	160 96	171 52	902 84	554 24	4594 56	901 96
4734 79	2813 30	59 26		64 24	1368 99	4305 79	429 00
177319 21	95749 45	3632 75	18701 71	9303 82	27790 39	155178 12	22141 09
1799 25	823 87	80 00		229 75	21 96	1155 58	643 67
495 67	356 67	20 06		29 75	59 02	465 50	30 17
2374 40	650 00	5 00	1424 94	51 03	60 40	2191 37	183 03
828 06	725 00			14 96	88 10	828 06	
984 38	700 00	64 44		48 31	159 59	972 34	12 04
2465 25	1087 30	78 80	355 82		301 61	1823 53	641 72
1777 68	673 00	32 00		32 07	151 51	888 58	889 10
967 19	650 00	10 00		16 00	116 92	792 92	174 27
708 41	525 50			15 52	112 63	653 65	54 76
914 87	736 75			1 47	162 00	910 22	4 65
5529 49	1150 00	1 50	2110 45	69 42	222 15	3553 52	1975 97
866 20	516 00	20 00		20 00	301 80	857 80	8 40
2021 24	1000 00			37 31	74 57	1111 83	909 36
2084 71	1230 00	4 51		27 75	360 43	1622 69	462 02
441 76	400 00	10 30			28 91	439 21	2 55
2279 86	1390 00	90 00		53 44	331 48	1864 92	414 94

TABLE A.—The Common

VILLAGES—Continued.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.					
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund, Balances and other sources
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Fort Erie	110 00	25 00	837 00			347 89
Gananoque	170 00	5 00				1111 22
Garden Island	60 00		120 00		289 00	42 00
Georgetown	154 00	17 50	948 63			3220 24
Hawkesbury	130 00		400 00	150 00	285 03	42 73
Hespeler	105 00		675 00			209 21
Holland Landing	76 00		600 00			12 06
Iroquois	80 00		108 17	286 10		57 49
Kemptville	114 00	33 00	500 00		232 00	102 71
Kincardine	150 00	45 91	1203 84			12 68
Lanark	70 00	15 00	70 00	507 00	178 62	16 86
Listowel	100 00		460 00			100 29
Merrickville	105 00		500 00			84 10
Mitchell	196 00	19 25	1050 00		24 75	1178 89
Morrisburgh	118 00		118 00	238 00		
Mount Forest	144 00	13 00	1090 76	130 25		18 66
Newburgh	100 00	8 00	120 00	432 31		
Newcastle	98 00	22 00	503 56		225 33	
New Edinburgh	40 00	13 00	900 00		1 80	275 47
New Hamburg	121 00	30 00	1000 00		6 00	658 21
Newmarket	168 00		1100 00	45 23	347 95	342 88
Oil Springs	155 00	12 00	417 22			197 36
Orangeville	95 00		745 89			184 06
Orillia	130 00		700 00		4 40	269 40
Oshawa	280 00	14 07	1475 95	180 70	12 00	932 08
Pembroke	98 00		80 00	376 69	183 00	75 07
Petrolia	100 00	15 00	3350 00			123 37
Portsmouth	131 00	34 25	750 00	175 86	73 57	530 83
Port Dalhousie	135 00		1100 00		179 75	761 28
Preston	150 00	7 50	1200 00	88 86	18 00	1521 05
Renfrew	67 00		266 58			8 51
Richmond	50 00		30 07	131 33	88 72	102 89
Seaforth	90 00	23 00	1800 00		15 50	154 59
Smith's Falls	132 00		355 00		218 00	200 74
Southampton	90 00		790 00	10 00	5 00	26 67
Stirling	96 00	5 50	643 98			3 05
Strathroy	140 00	10 00	2507 89			284 79
Streetsville	85 00		635 00		24 75	198 21
Thorold	225 00		1000 00	115 00	442 25	684 12
Trenton	210 00	78 00	1547 28	430 10		310 06
Vienna	97 00		805 00			82 60
Wardsville	98 00		682 16		98 00	34 56
Waterloo	160 00		2500 00			99 16
Welland	108 00		600 00			363 14
Wellington	76 00		441 74		175 00	
Yorkville	185 00	33 43	1000 00		105 25	277 49
Total	7655 00	654 43	52262 99	3706 84	3574 10	24274 98
Total Counties	139640 00	10430 11	149564 39	869241 75	22365 61	221957 12
" Cities	10803 00	722 51	76274 09	8160 20	7332 75	41487 07
" Towns	13045 00	1271 85	94642 12	9725 40	12437 34	46197 50
" Villages	7655 00	654 43	52262 99	3706 84	3574 10	24274 98
Grand Total, 1869	171143 00	13078 90	372743 59	890834 19	45709 80	33116 67
" 1868	171987 80	13730 60	362375 06	855538 61	50869 81	31130 74
Increase			10368 53	35295 58		
Decrease	884 80	654 70			5160 01	914 07

Schools of Ontario.—Continued.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Common School purposes during 1869.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1869.	Balance.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1319 89	666 30	61 54			147 67	875 51	444 38
1286 22	890 00	10 00	92 00	68 24	172 25	1232 49	53 73
511 00	450 00				17 98	467 98	43 02
4340 37	925 00	34 00	3163 20		218 17	4340 37	
1007 76	820 00				133 43	963 43	54 33
989 21	799 00	4 75		7 18	125 93	936 86	52 35
688 06	580 00			15 00	84 50	679 50	8 56
531 76	393 00			15 37	54 10	462 47	69 29
981 71	660 00	88 00		27 00	108 62	883 62	98 09
1412 43	1060 00	91 82		100 00	145 99	1397 81	14 62
857 48	680 00	46 45		5 30	75 19	806 94	50 54
660 29	402 00			89 90	137 14	629 04	31 25
689 10	611 67	5 12		12 44	56 28	685 51	3 59
2468 89	1084 16	39 25		28 70	482 30	1634 41	834 48
474 00	414 00			60 00		474 00	
1396 67	926 23	26 00	51 25	133 44	181 67	1318 59	78 08
660 31	493 00	16 00		15 00	136 31	660 31	
848 91	599 60	44 00		114 62	90 69	848 91	
1230 27	644 00	73 00	160 00	111 21	37 75	1025 96	204 31
1815 21	1178 50	60 00		35 04	131 98	1405 52	409 69
2004 06	1145 00			2 21	485 96	1633 17	370 89
781 58	434 38	25 00		84 74	196 89	741 01	40 57
1024 95	610 00			176 17	60	786 77	238 18
1103 80	680 00			8 00	93 33	781 33	322 47
2894 80	1481 50	48 77		366 52	789 01	2685 80	209 00
812 76	620 00	28 24	30 00	49 18	82 67	810 09	2 67
3388 37	1060 00	71 00	1860 02	78 51	481 10	3550 63	37 74
1696 51	843 23	71 72		37 94	673 31	1626 20	69 31
2176 03	1125 00			169 36	90 75	1385 11	790 92
2985 41	1160 57	38 05	9 00	35 66	144 69	1387 97	1597 44
342 09	297 33				42 24	339 57	2 52
403 01	240 69			17 00	67 36	324 95	78 06
2083 09	816 67	46 00	101 15	122 27	176 13	1262 22	820 87
905 74	716 80			15 05	173 89	905 74	
921 67	543 96		49 00	7 93	172 11	773 00	148 67
748 53	520 00	11 00	130 00		40 91	701 91	46 62
2942 68	1150 00	40 00	430 00	60 42	322 53	2002 95	939 73
942 96	520 00			6 09	67 25	593 34	349 62
2466 37	1373 05				177 92	1550 97	915 40
2575 44	1747 45	156 00		6 70	220 75	2130 90	444 54
984 60	796 00				188 60	984 60	
912 72	340 27			120 86	299 26	760 39	152 33
2759 16	1681 32			376 99	202 72	2261 03	498 13
1071 14	776 00				213 94	989 94	81 20
692 74	450 00			67 50	175 24	692 74	
1601 17	1099 84			83 92	417 41	1601 17	
92128 34	49139 51	1552 32	9966 83	3378 24	11077 60	75114 50	17013 84
1413198 98	964776 70	22846 97	133488 67	34936 30	113375 88	1269424 52	143774 46
144779 62	65500 39	1594 14	29213 00	6390 99	22481 10	125179 62	19600 00
177319 21	95749 45	3632 75	18701 71	9303 82	27790 39	155178 12	22141 09
92128 34	49139 51	1552 32	9966 83	3378 24	11077 60	75114 50	17013 84
1827426 15	1175161 05	29626 18	191370 21	54009 35	174724 97	1624896 76	202529 39
1789332 62	1146543 92	31157 62	186309 76	54610 42	169813 21	1588434 93	200897 69
38093 53	28622 13		5060 45		4911 76	36461 83	1631 70
		1531 44		601 07			

TABLE B.—The Common Schools of Ontario.

No.	COUNTIES.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
1	Glengary	6220	5054	243	5297	2769	2528	108	285	890	1356	1172	942	652	.....	664	2024
2	Stormont	5200	4440	283	4723	2433	2290	18	482	922	1209	976	571	271	292	394	1710
3	Dundas	5800	4670	352	5022	2690	2432	26	497	852	1060	951	727	433	502	452	2013
4	Prescott	4620	3717	112	3829	1920	1909	69	375	761	917	723	597	256	200	908	1328
5	Russell	2460	1648	14	1662	825	837	4	204	253	322	227	220	436	.....	524	447
6	Carleton	9020	7587	398	7985	4236	3749	20	901	1523	1875	1573	1196	572	345	866	3083
7	Grenville	6960	5652	236	6288	2776	2512	70	663	1020	1313	951	693	318	330	465	1919
8	Leeds	10650	7847	515	8362	4312	4050	90	894	1681	2057	1681	1233	554	254	685	3222
9	Lanark	8690	7306	411	7717	4100	3617	21	877	1605	1910	1464	1061	546	254	574	3042
10	Renfrew	7570	6259	217	5476	2811	2665	66	817	1156	1507	856	571	339	230	1506	2025
11	Frontenac	7830	6759	468	7227	3759	3468	57	954	1564	1860	1263	821	390	375	945	2380
12	Addington	4840	4150	299	4449	2286	2163	43	562	758	1083	873	580	260	393	220	1515
13	Lennox	2360	1988	152	2140	1107	973	18	267	489	579	441	253	84	27	289	702
14	Prince Edward	5180	4621	622	5243	2854	2389	77	510	1005	1332	1163	884	349	.....	273	2030
15	Hastings	11200	9281	653	9944	5238	4706	83	1175	2099	2735	2111	1210	614	.....	1247	3542
16	Northumberland	11020	9337	651	9988	5344	4644	10	1211	2267	2939	2004	1139	428	.....	939	3351
17	Durham	9460	7904	601	8505	4600	3905	124	979	1789	2309	1701	1239	488	.....	760	3193
18	Peterborough	7310	5328	305	5633	3801	2752	47	722	1240	1386	1013	633	280	359	520	1763
19	Victoria	8340	6896	466	7362	3900	3462	22	905	1667	1883	1332	790	358	427	861	2407
20	Ontario	12470	11135	778	11913	6770	5143	40	1247	2307	3287	2464	1718	761	129	732	4487
21	York	16690	14280	978	15258	8278	6890	77	1527	3089	4188	2944	2313	1197	.....	890	5411
22	Peel	7220	6391	685	7176	3914	3262	51	791	1444	2023	1334	982	473	129	367	2561
23	Simcoe	16290	13990	773	14763	8058	6725	61	1969	3384	3928	2469	1858	821	334	1742	4949
24	Falcon	5630	4874	455	5329	2859	2470	94	520	1040	1573	942	805	347	102	227	1993
25	Wentworth	8490	7085	435	7520	4037	3483	151	609	1366	2077	1609	1214	645	.....	923	2907
26	Brant	5840	4980	451	5431	2967	2564	35	560	1125	1380	1110	749	488	19	553	2138
27	Lincoln	5600	4562	389	4951	2638	2315	64	530	919	1299	939	680	331	253	216	1911
28	Welland	5550	4895	451	5346	2849	2497	72	613	1126	1373	1035	675	231	293	374	1862
29	Haldimand	6700	5646	492	6138	3302	2636	12	697	1306	1593	1221	844	373	104	2315	2015
30	Norfolk	8980	7042	745	8687	4628	4059	43	1150	1573	2300	1749	1191	434	230	650	3022
31	Oxford	12900	11134	766	11800	6523	5367	13	1018	2210	3000	2529	1879	921	353	996	4544
32	Waterloo	9300	8214	360	8574	4868	3708	35	758	1527	2149	1853	1434	853	.....	290	3586
33	Wellington	16220	14579	929	15508	8380	7119	27	1772	3233	4478	2995	2061	906	.....	1329	5268

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.				Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needle work.	Other Studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.														
1	1144	861	922	958	1335	1555	1548	530	765	3099	87	81	27	64	210	618	9	38	
2	978	709	865	806	1130	906	850	278	456	2470	117	19	23	21	106	45	1	1	
3	922	774	992	949	1079	1170	1066	288	357	2703	70	12	38	11	35	6		12	
4	1032	696	672	652	650	835	717	295	251	1724	27	12	19	2	2	183	2	12	
5	350	285	341	281	281	436	390	191	654	642	30	4	27	14	31	46			
6	1684	1378	1851	1507	1408	1896	1762	916	654	4172	120	33	89	56	65	192	10	8	58
7	1092	823	965	854	1134	1007	898	285	494	2210	67	12	42	24	10	15			
8	1571	1358	1574	1534	1884	1692	1738	735	916	4231	168	67	106	49	77	60	9	6	65
9	1640	1343	1577	1470	1579	1734	1749	735	735	3865	83	28	64	56	32	301	88	6	
10	1246	1129	1093	949	772	1348	1404	518	229	2458	48	6	46	10	17	300	2	2	10
11	1501	1265	1455	1243	1334	1330	1594	578	599	3517	135	36	64	13	96	182	1	225	
12	936	712	805	745	1002	879	1163	1018	608	2376	165	19	109	21	33	77	50	12	
13	414	333	371	396	564	414	614	315	350	1187	65	4	28	8	9	20	27	8	70
14	909	783	1133	989	1100	1691	2307	678	943	3233	214	27	129	45	100	482			40
15	2307	2108	2244	1805	1323	5593	5390	1692	1217	5578	351	146	124	59	125	109	16	26	127
16	2596	2448	2576	1481	776	6939	5396	2031	802	7224	303	12	143	88	157	911	85	142	316
17	1811	1582	2088	1723	1311	5867	3987	2280	1060	5861	206	35	197	71	99	1186			
18	1254	1141	1164	959	775	3377	1762	572	480	3352	73	19	21	14	13	109	4	92	
19	1742	1350	1530	1141	1202	4197	2015	914	852	3890	51	39	76	65	53	839	10	122	28
20	2731	2180	2390	2093	2311	7722	4226	1804	1599	7259	215	117	210	111	538	1890	50	135	156
21	3580	2632	3078	2797	3180	9967	5919	2672	2116	9821	434	152	314	138	307	1674	284	193	175
22	1365	1174	1503	1350	1784	4493	2682	1414	1405	4419	276	79	177	96	69	879	47	40	198
23	3229	2706	3230	2413	2350	7397	4501	2069	1735	7245	259	52	195	81	279	1546	51	68	527
24	1104	873	1146	952	1070	3396	2004	923	784	3369	189	76	162	70	122	471	41	110	20
25	1317	1340	1546	1254	1416	1838	1212	1317	1212	4085	176	49	92	55	60	80	62	110	78
26	951	948	1045	1129	1214	3694	1841	924	848	3237	211	82	149	60	80	479	38	135	60
27	988	901	1065	884	990	3277	1408	700	712	2803	128	29	102	34	66	175	15	30	30
28	998	878	998	917	1026	3296	1682	887	515	3215	178	26	124	30	52	566	20	24	42
29	1264	1071	1266	1135	1220	3973	1563	860	760	3685	150	34	88	38	109	331	46	3	
30	1756	1603	1763	1694	1487	5071	2300	786	986	4671	340	12	52	40	83	731	123	14	50
31	2038	1959	2426	2277	2392	7610	4940	3148	2072	7544	715	307	357	122	454	1515	164	8	469
32	2291	1588	1719	1311	1091	5605	1611	895	688	5541	196	91	158	81	83	1565	135		43
33	3504	2574	3172	2800	2649	4314	5387	3101	2116	8380	384	187	194	126	656	1799	278	76	253

TABLE B.—The Common Schools of Ontario.—Continued.

No.	COUNTIES—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
34	Grey.....	17210	15631	860	16791	8960	7831	14	2161	3810	4341	3040	1851	946	642	1903	5393
35	Perth.....	11640	10949	476	11425	6126	5299	16	1051	2181	3232	2406	1764	775	16	1126	4286
36	Huron.....	19000	16789	743	17532	9251	8281	3	1960	3272	4593	3525	2519	1365	298	1535	6968
37	Brace.....	13140	12303	542	12845	6777	6068	19	1275	2425	3166	2633	1809	831	646	1067	4673
38	Middlesex.....	18100	16951	1232	18233	9494	8739	51	1811	3249	4602	3628	2905	1378	660	1297	7303
39	Elgin.....	9050	8174	816	8990	4741	4249	31	983	1805	2250	1832	1424	696	104	417	3522
40	Kent.....	9020	7710	563	8273	4421	3852	5	811	1596	2180	1847	1201	534	104	693	2982
41	Lambton.....	9030	8375	371	8746	4633	4113	4	984	1689	2212	1630	1271	681	259	466	3247
42	Essex.....	6690	5984	271	6255	3311	2944	31	779	1430	1589	1228	853	232	144	690	2069
43	Districts.....	1100															
	Total.....	386190	331917	21509	353426	188471	164955	1922	38796	70647	92495	69470	49360	23967	8691	31960	139143
	CITIES.																
44	Toronto.....	11500	9159	38	9197	4646	4551		850	1232	1936	1706	2086	1387		100	4644
45	Hamilton.....	5190	5188	56	5244	2777	2467	265	263	605	1057	864	1246	1203	6	100	3392
46	Kingston.....	3630	3063	36	3101	1500	1601		163	382	650	661	727	518		300	1757
47	London.....	4160	4019	237	4256	2183	2073		369	660	907	1015	1066	239			2182
48	Ottawa.....	4300	4150	47	4197	2240	1957	35	404	659	905	803	640	786			1818
	Total.....	26780	25581	414	25995	13346	12649	390	2049	3538	5455	5049	5765	4133	6	500	13783
	TOWNS.																
49	Amherstburg.....	630	559	7	566	347	219	30	37	47	158	129	146	49		67	281
50	Barrie.....	630	636	4	640	333	307		39	76	118	230	124	53			283
51	Belleville.....	1850	2016	46	2062	998	1064		162	226	362	356	310	89	568		720
52	Berlin.....	770	709	17	726	361	376	21	68	97	130	152	169	120		62	440

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needle work.	Other Studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
34	4326	3419	3726	2063	2138	9820	3585	5296	2262	1635	9369	433	90	202	70	118	1745	83	175	151
35	2479	2007	2526	2178	2049	6459	2799	4165	1946	1311	6353	91	97	190	73	82	1171	30	12	20
36	3942	3002	3709	3230	2963	9981	3978	5715	1949	2076	9419	324	132	253	169	304	1561	132	20	129
37	2804	2385	2702	2243	2052	7703	2947	4416	2468	1655	7163	423	88	140	85	437	1031	1	7	167
38	3510	2848	3946	3311	2947	10716	4074	6920	3440	2654	9996	419	230	430	225	354	1335	68	253	142
39	1510	1213	1692	1630	2370	5385	2704	3288	1031	1551	5365	689	102	232	116	182	60	184	58	
40	1911	1484	1714	1464	1413	5063	2039	3221	1537	1021	5215	239	36	135	54	123	520	157	48	
41	1961	1447	1695	1701	1718	5055	2289	3143	1712	1123	4828	161	21	77	45	25	561	6		
42	1623	1185	1182	1060	724	3178	1092	1204	465	332	3350	68	17	33	8	16	137	4	46	
43																				
	76178	62295	73255	62948	64320	208334	91684	115905	63222	47063	200544	9140	2710	5518	2649	5868	28095	2329	1978	3458
44	3439	1364	2437	1204	926	7893	4199	7545	3248	2867	5744	191	175	253	167	157	5117	97	2280	
45	1831	917	1316	896	286	4815	1433	4818	980	585	4775	77	159	142	67	106	2458	97	863	
46	660	554	644	614	431	2141	1496	1585	1171	846	1938	247	237	235	203	97	1318	219	1068	175
47	1284	1126	696	690	448	3627	2891	4012	522	1067	2685	130	381	647	98	465	995	817	492	1123
48	756	1047	880	746	418	2671	1836	1682	781	740	2471	82	84	88	51	44	1713			
	7980	5008	5975	4149	2511	21147	11855	19542	6702	6105	17613	727	1036	1365	676	869	11601	1230	4703	1298
49																				
50	140	103	114	142	107	428	318	355	78	121	441	22	21	17	16	12	347		50	36
51	137	146	194	108	55	503	317	453	115	67	508			4	5	10	150		12	229
52	696	347	407	333	230	1375	995	1090	287	322	1363	72	1	49	7	81	1072	12		
53	159	144	171	152	139	564	435	646	298	132	503	36	4	43	15	53	640	406		

TABLE B.—The Common Schools of Ontario.—Continued.

No.	TOWNS—Continued.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
53	Bothwell	360	361	16	377	218	159	.....	40	47	85	86	85	34	.....	73	154
54	Bowmanville	750	678	8	686	347	339	40	20	85	155	168	147	111	.....	100	364
55	Brantford	2000	2053	25	2078	1088	990	46	162	283	447	390	496	310	270	.....	1060
56	Brockville	1100	1090	29	1119	537	582	.....	45	86	156	166	218	89	.....	.....	683
57	Chatham	1200	1315	36	1351	726	626	.....	124	228	400	306	204	.....	.....	.....	556
58	Clifton	400	349	4	353	184	169	.....	28	50	91	78	80	.....	.....	30	176
59	Cobourg	1100	747	11	758	473	285	159	34	86	194	177	108	159	.....	70	370
60	Collingwood	550	574	8	582	331	251	.....	62	111	126	118	109	56	.....	.....	262
61	Cornwall	530	528	10	538	312	226	.....	68	101	153	111	75	30	.....	.....	184
62	Dundas	810	767	1	768	425	343	103	34	203	235	165	51	80	.....	.....	304
63	Galt	1000	815	6	821	401	420	.....	30	72	159	165	233	162	.....	.....	517
64	Goderich	960	910	3	913	469	444	.....	59	85	184	210	254	121	.....	.....	500
65	Guelph	1600	1631	29	1660	906	754	108	231	408	537	218	163	103	.....	.....	578
66	Ingersoll	920	685	29	714	324	390	56	143	121	177	133	133	88	21	260	364
67	Lindsay	860	1010	63	1073	565	508	.....	17	283	278	131	208	11	.....	.....	426
68	Milton	270	276	10	286	146	140	8	72	117	205	162	62	51	.....	25	164
69	Napanee	620	618	16	634	317	301	.....	72	117	205	162	56	6	.....	9	241
70	Niagara	500	388	1	404	217	187	.....	36	53	64	84	94	68	.....	.....	139
71	Oakville	470	478	1	479	256	223	12	36	53	86	99	93	26	.....	159	220
72	Owen Sound	850	781	25	806	403	403	.....	54	113	153	207	258	21	.....	.....	446
73	Paris	730	817	11	828	427	403	70	27	78	209	207	272	35	.....	.....	462
74	Perth	670	581	12	593	304	289	.....	22	59	121	128	195	68	.....	118	361
75	Peterborough	1120	1127	53	1180	531	649	28	44	193	348	273	254	28	.....	.....	531
76	Pictou	580	535	15	550	287	263	.....	51	94	126	142	99	38	.....	.....	271
77	Port Hope	1050	750	168	916	520	396	84	34	80	154	278	187	183	.....	.....	467
78	Prescott	860	403	2	405	145	260	18	34	66	82	115	100	22	.....	.....	258
79	Sandwich	400	257	18	275	143	132	.....	20	49	51	80	64	11	.....	76	123
80	Sarnia	650	660	15	675	306	306	49	20	115	156	180	180	34	.....	.....	339
81	St. Catharines	2250	2058	9	2067	1164	903	.....	210	323	555	456	297	227	.....	.....	909
82	St. Marys	930	1145	15	1160	599	561	69	141	228	240	222	231	98	.....	.....	492
83	St. Thomas	490	475	24	499	244	255	46	13	89	133	119	121	24	.....	.....	251
84	Simcoe	440	419	2	421	221	200	.....	19	10	27	6	13	.....	371	.....	226
85	Stratford	940	908	39	947	474	473	.....	89	138	227	209	237	47	.....	12	499

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Measurement.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needle work.	Other Studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
53	137	77	105	30	28	238	146	176	23	31	223	9	4	15	3	.....	200	8	.....	50
54	126	94	238	168	60	60	573	696	.....	87	573	.....	157	227	45	253	1712	603	100	.....
55	683	613	390	175	227	377	1223	1931	173	835	1925	161	157	227	45	253	1712	603	100	.....
56	375	152	116	193	210	595	393	453	110	314	593	65	97	96	10	79	.....	.....	.....	.....
57	384	249	255	305	158	787	603	757	265	306	693	65	20	55	10	79	.....	.....	.....	.....
58	128	150	91	78	65	220	180	200	265	64	225	18	20	55	10	79	.....	.....	.....	.....
59	132	161	272	167	81	536	344	404	232	160	492	49	17	13	6	42	.....	.....	.....	.....
60	195	118	183	57	29	430	156	231	50	9	279	.....	.....	13	3	1	.....	.....	.....	.....
61	194	126	61	59	98	287	277	290	50	150	229	14	.....	12	.....	.....	.....	.....	.....	.....
62	131	163	200	151	123	616	502	580	182	89	716	16	4	25	21	5	10	.....	.....	.....
63	140	200	156	261	64	681	325	481	64	60	681	35	28	20	28	60	.....	.....	.....	.....
64	200	290	240	120	63	913	423	713	63	63	713	20	.....	20	10	.....	913	.....	.....	.....
65	333	384	341	376	206	1246	982	986	204	338	1242	64	9	69	20	60	914	193	130	.....
66	152	133	152	75	134	530	249	250	177	160	323	43	5	26	10	14	37	.....	23	.....
67	442	209	176	111	95	720	518	508	180	224	687	20	.....	15	3	30	102	7	21	.....
68	72	58	56	46	54	214	156	156	30	54	214	26	.....	15	3	30	156	.....	.....	.....
69	63	137	186	220	10	835	218	309	.....	.....	446	6	.....	.....	.....	.....	75	69	.....	.....
70	115	78	82	51	78	359	147	211	96	129	332	21	.....	17	19	35	24	.....	30	.....
71	91	64	143	112	12	449	140	257	16	16	340	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	279	126	213	115	73	632	413	543	.....	103	413	.....	.....	9	6	.....	24	.....	.....	.....
73	237	237	147	180	27	727	328	727	35	36	725	23	.....	23	9	.....	141	23	10	.....
74	109	127	116	119	23	737	179	201	35	12	725	9	.....	23	2	.....	8	.....	.....	.....
75	259	310	273	182	145	1104	762	710	100	143	1126	53	.....	3	4	.....	400	84	391	78
76	87	61	133	114	121	527	352	490	80	100	530	45	30	60	8	.....	128	38	.....	211
77	150	175	192	192	233	916	340	455	220	305	916	25	60	75	12	45	128	38	.....	.....
78	152	132	81	64	43	331	191	237	109	71	358	24	1	1	1	15	80	15	63	.....
79	44	56	48	65	62	183	156	139	90	101	198	18	35	30	9	37	161	51	45	69
80	170	158	181	136	30	579	303	575	50	30	652	8	.....	30	8	.....	450	36	.....	50
81	476	348	646	417	170	915	619	924	178	241	1032	60	10	42	14	95	1089	12	.....	.....
82	283	251	391	182	153	876	397	884	171	195	632	5	10	82	27	6	736	.....	423	.....
83	87	88	119	97	143	324	227	324	24	44	324	33	10	34	27	29	.....	.....	.....	.....
84	134	105	88	48	46	409	169	208	42	44	330	20	20	12	12	12	379	.....	95	122
85	166	185	257	196	141	927	306	735	21	86	929	11	.....	.....	.....	26	60	.....	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	TOWNS—Continued.	School population be- tween 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of Pupils of all ages attending school.	Boys.	Girls.	Indigent Pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whole days are not reported.		
86	Whitby	820	676	19	695	392	303	.....	43	104	138	156	147	107	.....	111	366
87	Windsor	960	865	10	875	501	374	.....	85	167	254	233	136	.....	.....	.....	363
88	Woodstock	1100	1063	46	1109	572	537	28	104	220	297	240	142	106	.....	60	527
	Total	34400	32713	860	33573	17567	16006	975	2640	5115	7848	7072	6549	3119	1230	1231	15887
VILLAGES.																	
89	Amprior	390	316	.....	316	154	162	10	18	63	87	47	36	65	.....	.....	140
90	Ashburnham	330	124	2	126	76	50	9	.....	5	5	19	26	66	.....	.....	78
91	Aurora	360	324	10	334	195	139	.....	46	80	74	50	44	40	.....	20	142
92	Bath	150	144	6	150	67	93	.....	7	6	28	17	32	60	.....	20	86
93	Bradford	330	303	16	319	161	158	.....	23	42	81	72	100	1	.....	.....	136
94	Brampton	490	446	6	452	215	237	.....	17	47	121	118	130	19	.....	.....	244
95	Brighton	340	327	10	337	170	167	.....	31	66	85	83	57	15	.....	13	131
96	Caledonia	300	328	4	332	170	162	20	31	62	98	72	65	14	.....	.....	143
97	Cayuga	240	242	.....	242	133	109	.....	30	43	58	65	30	16	.....	.....	96
98	Chippewa	370	277	5	282	151	131	.....	22	48	45	59	65	43	.....	20	146
99	Clinton	490	514	.....	514	266	248	.....	49	55	93	88	104	125	.....	.....	231
100	Colborne	240	159	12	171	106	65	.....	5	11	43	57	23	32	.....	30	76
101	Dunaville	430	401	19	420	225	195	.....	77	85	90	78	74	16	.....	.....	160
102	Elora	540	507	14	521	263	258	.....	22	50	116	147	110	74	2	.....	264
103	Embro	190	134	30	164	89	75	.....	34	48	9	14	63	30	.....	.....	77
104	Fergus	440	446	9	455	248	207	.....	34	73	102	73	92	81	.....	.....	227
105	Fort Erie	270	238	6	244	137	107	.....	11	42	67	71	40	13	.....	1	102
106	Gananoque	450	437	.....	437	220	217	.....	51	67	144	96	53	24	.....	.....	219
107	Garden Island	140	133	.....	133	86	47	.....	1	12	11	21	30	58	.....	5	94
108	Georgetown	450	329	.....	329	191	138	.....	21	44	74	70	93	27	.....	.....	167
109	Hawkesbury	320	249	14	263	141	122	.....	15	28	50	58	69	45	.....	18	145
110	Hespeler	340	338	4	340	196	144	.....	24	37	67	68	67	79	.....	44	178
111	Holland Landing	210	224	2	226	114	112	.....	16	47	52	33	40	24	.....	.....	97

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needle work.	Other Studies.
	1st class. (lowest).	2nd class.	3rd class.	4th class.	5th class.															
86	223	172	116	127	47	588	545	592	468	49	598	20	21	16	29	6	466	293	121	.....
87	252	187	199	165	82	861	253	215	33	12	419	.....	.....	2	.....	.....	.....	165	.....	.....
88	278	186	209	222	217	891	630	630	195	242	630	146	59	72	16	72	534	.....	.....	130
89	8608	7075	7631	6103	4082	23246	15834	20711	4604	6440	23793	1235	684	1234	428	1127	10924	2118	1824	806
90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	50	45	38	91	32	152	80	80	.....	10	152	4	1	1	.....	.....	.....	.....	50	.....
92	40	28	30	20	10	86	50	35	.....	30	80	10	5	15	6	10	.....	.....	.....	.....
93	18	22	36	41	33	124	69	124	23	56	124	46	10	14	6	40	.....	.....	.....	.....
94	45	31	88	108	47	241	135	195	20	52	195	12	.....	5	5	20	.....	.....	.....	.....
95	82	90	101	86	93	375	229	242	.....	40	327	3	.....	.....	.....	.....	374	.....	.....	6
96	82	71	87	72	25	335	184	235	.....	53	184	.....	.....	8	.....	.....	.....	.....	.....	.....
97	66	100	64	50	52	282	156	282	.....	40	282	24	.....	.....	.....	.....	.....	.....	.....	.....
98	72	25	65	35	45	127	107	131	45	50	131	15	15	15	15	15	.....	.....	.....	.....
99	47	33	74	48	80	220	125	125	80	80	231	33	9	20	7	.....	.....	.....	3	.....
100	180	66	120	80	68	312	312	312	.....	38	334	4	.....	.....	.....	.....	.....	.....	.....	.....
101	87	45	30	39	.....	171	130	130	.....	19	171	.....	.....	1	.....	.....	.....	.....	.....	.....
102	90	79	98	50	83	280	280	275	35	35	325	17	2	16	2	2	.....	.....	.....	.....
103	81	108	96	115	104	327	285	284	95	64	321	53	2	2	2	49	.....	.....	.....	.....
104	28	14	29	33	60	93	60	70	42	58	122	23	14	15	3	17	.....	.....	.....	.....
105	102	95	125	117	78	448	469	298	50	109	451	47	38	32	16	5	173	.....	.....	.....
106	73	29	46	47	49	171	49	49	.....	.....	171	7	.....	3	1	.....	.....	.....	.....	.....
107	171	64	85	45	32	157	157	287	40	40	266	4	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	37	26	45	15	173	160	30	.....	15	133	6	3	3	6	.....	.....	2	.....	.....
109	80	44	82	25	13	103	160	169	72	25	179	10	.....	7	6	7	54	.....	60	.....
110	78	48	61	90	33	165	172	104	38	26	171	12	10	14	9	.....	.....	.....	.....	.....
111	88	29	95	79	40	255	56	198	25	49	250	1	15	14	2	.....	.....	.....	.....	.....
112	49	28	79	30	40	143	52	94	12	16	141	8	.....	.....	.....	.....	.....	.....	.....	.....

TABLE B.—The Common Schools of Ontario.—Continued.

No.	VILLAGES—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
112	Iroquois	200	159	3	162	90	72	.....	2	33	46	36	31	14	.....	.....	74
113	Kemptville	350	354	1	355	192	163	.....	55	76	82	67	61	14	.....	.....	154
114	Kincardine	500	526	12	538	312	226	.....	48	86	170	138	91	5	.....	.....	230
115	Lanark	230	164	1	165	92	73	.....	.....	.....	.....	.....	.....	.....	165	80	79
116	Listowel	350	320	20	340	180	160	.....	42	47	100	75	20	43	.....	.....	167
117	Merrickville	290	239	5	244	129	115	.....	40	50	40	49	47	11	.....	.....	95
118	Mitchell	530	350	10	360	190	170	.....	11	34	109	81	74	8	.....	140	252
119	Morrisburgh	340	308	9	317	173	144	.....	33	53	125	87	80	37	30	.....	132
120	Mount Forest	400	446	.....	446	222	223	.....	18	55	60	47	39	20	.....	20	239
121	Newburgh	250	239	.....	239	134	105	.....	13	37	87	66	20	7	.....	50	108
122	Newcastle	200	228	2	230	133	97	24	8	19	30	28	32	24	.....	.....	86
123	New Edinburgh	140	140	1	141	72	69	.....	12	44	55	71	92	51	.....	.....	172
124	New Hamburg	320	321	4	325	176	149	.....	42	95	118	79	90	34	.....	10	195
125	Newmarket	480	416	42	458	254	204	48	.....	.....	.....	.....	.....	.....	.....	.....	172
126	Olapings	360	183	.....	183	88	95	.....	4	27	50	56	19	27	.....	5	72
127	Orangeville	250	220	3	223	99	124	.....	9	21	43	62	58	20	10	.....	138
128	Orillia	370	235	5	240	142	98	.....	45	49	50	38	47	10	.....	50	95
129	Oshawa	740	725	1	726	391	335	.....	55	108	165	187	155	55	.....	.....	368
130	Pembroke	250	238	7	245	135	110	6	20	28	77	45	32	17	26	.....	81
131	Petrolia	420	380	53	433	220	213	.....	45	80	106	81	67	54	.....	118	191
132	Portsmouth	340	306	7	313	179	134	3	14	33	75	63	77	51	.....	13	171
133	Port Dalhousie	340	271	8	279	154	125	.....	24	39	75	59	43	39	.....	35	119
134	Preston	390	354	2	356	186	170	3	18	26	60	74	105	14	58	35	202
135	Renfrew	170	200	.....	200	92	108	.....	18	25	38	55	68	.....	.....	.....	90
136	Richmond	150	138	.....	136	68	68	.....	16	29	47	22	17	5	.....	.....	46
137	Seaford	390	367	13	380	193	187	.....	57	68	96	63	67	30	.....	.....	186
138	Smith's Falls	290	287	3	290	153	137	11	11	65	72	55	56	36	.....	.....	138
139	Southampton	270	250	.....	250	119	131	.....	37	44	51	40	56	22	.....	24	110
140	Stirling	230	175	5	180	95	85	.....	13	15	32	48	65	8	.....	45	98
141	Strathroy	500	608	4	612	333	279	.....	56	110	167	176	88	17	.....	.....	233
142	Streetville	200	168	11	177	109	68	.....	18	29	47	37	29	17	.....	9	83
143	Thorold	560	445	16	461	225	236	47	32	98	100	72	109	50	.....	38	218
144	Trenton	580	524	6	530	285	245	24	50	103	93	131	102	51	.....	48	268

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needlework.	Other studies.
	1st class (lowest.)	2nd class.	3rd class.	4th class.	5th class.															
112	25	31	27	44	35	138	32	58	13	124	90	3		8	4			14	96	
113	57	82	92	73	52	300	216	242	10	124	238	10								
114	107	133	107	135	36	391	175	246	15	37	330	12								
115	32	30	20	45	38	163	103	161		25	163	5		15	7					
116	80	90	70	50	50	170	20	170			170	2		10	2	1	10	1		
117	77	118	35	69	36	150	40	95	5	17	130			3	1	1				
118	60	40	50	120	90	240	190	240	40	60	300	40		23	10	36				
119	73	80	32	84	48	148	67	73		9	175	12		7	18	43	124			
120	93	60	78	170	134	299	219	211	73	132	275	6	17	17	18				3	
121	55	46	77	61		184	66	117			152									
122	26	49	82	73		204	69	153	10	47	156			7	3				32	
123	39	36	28	20	35	56	40	45	6	6	58	7	6	7						
124	114	51	77	41	42	272	76	136	26		237	7		30	6	44	60	1		
125	127	44	102	113	72	272	150	233	116	71	173	8			8					
126	56	44	46	29	10	88	44	47	9	13	78									
127	49	45	71	27	20	180	33	113		15	17	190				17				
128	14	38	15	13	40	172	59	113	35		129	10	1	10	7					
129	213	138	137	223	15	688	241	473	10	50	716	4					545		154	631
130	70	45	36	37	8	103	73	74			114								12	
131	97	97	94	55	53	212	155	157	50		231	13	25	19	19		212			
132	87	30	57	66	73	216	160	179	108	66	226	17	8	14	7	41				
133	69	51	80	57	52	215	87	87	30	49	215	9	9	10	3	18	187	6		
134	126	88	51	53	38	286	161	201	62	26	293	14	12	12	10		238	80		
135	45	32	38	42	40	120	120	120	40		120									
136	47	22	28	30	9	89	18	18	9	9	89	1								
137	137	65	49	80	59	243	115	165		108	186	10	9	10	7	9				
138	54	66	64	66	40	165	135	133		45	186									
139	96	52	73	24	31	185	152	152		31	234	8		3	3					
140	42	40	45	44		89	50	50			95									
141	126	182	185	124	30	443	299	443		65	346									
142	94	36	76	41		129	41	41		26	140	6								
143	74	60	94	100	123	337	212	185	83	13	223	19	4	4	2	8	127	41	84	
144	170	148	123	61	60	325	162	268	32	10	223	19		9		23	349		20	

TABLE B.—The Common Schools of Ontario.—Continued.

PUPILS ATTENDING THE COMMON SCHOOLS.

No.	VILLAGES—Cont'd.	School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	NUMBER OF PUPILS ATTENDING SCHOOL.							No. of children not attending any school whatever.	Average attendance of pupils.
									Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.		
145	Vienna	240	189	18	207	112	95	.....	15	34	46	37	48	27	.....	98	
146	Wardville	200	221	1	222	111	111	.....	22	44	58	48	48	2	.....	173	
147	Waterloo	460	458	3	461	248	213	.....	18	36	105	107	124	71	.....	247	
148	Welland	310	251	.....	251	141	110	.....	34	56	61	52	35	13	.....	106	
149	Wellington	150	126	15	141	82	59	.....	24	28	7	30	36	16	.....	84	
150	Yorkville	500	511	3	514	228	286	3	26	62	104	111	100	111	.....	245	
	Total	21030	18973	463	19436	10301	9135	208	1596	3007	4497	4144	3822	2079	291	969	9240
151	Total Counties	386190	331917	21509	353426	188471	164955	1922	38796	70647	92485	69470	49360	23967	8691	31960	139143
152	" Cities	28780	25581	414	25995	13346	12649	320	2049	3538	5455	5049	5705	4133	6	500	13783
153	" Towns	34400	32713	860	33573	17567	16006	975	2640	5115	7848	7072	6549	3119	1230	1231	15887
154	" Villages	21030	18973	463	19436	10301	9135	208	1596	3007	4497	4144	3822	2079	291	969	9240
155	Grand Total, 1869	470400	409184	23246	432430	229685	202745	3425	45081	82307	110205	85735	65496	33298	10218	34660	178053
156	" " 1868	464315	397792	22107	419899	221807	198092	3671	44407	76961	103342	80267	65809	36104	7009	37052	169978
157	Increase	6085	11392	1139	12531	7878	4653	246	674	5346	6953	532	313	2806	3209	2382	8075
158	Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

PUPILS ATTENDING THE COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

No.	READING.					Arithmetic.	Grammar.	General Geography.	Canadian History.	Other History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needlework.	Other Studies.
	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.															
145	43	15	59	44	98	164	98	97	46	20	131	20	.....	19	.....	.....	.....	.....	.....	.....
146	59	46	37	34	120	162	120	120	.....	20	120	.....	.....	.....	.....	.....	.....	.....	.....	.....
147	219	84	80	28	200	242	200	200	78	.....	242	12	.....	26	6	.....	461	40	.....	.....
148	67	38	58	90	83	192	83	92	.....	58	184	.....	.....	.....	.....	.....	.....	.....	.....	.....
149	35	21	28	15	97	97	36	48	25	10	95	6	.....	5	1	5	.....	.....	.....	.....
150	171	85	179	50	89	226	89	270	49	74	183	5	.....	3	1	12	288	20	181	.....
	4817	3636	4320	3917	2623	13229	7693	9767	1557	2189	12836	813	215	458	217	422	3262	205	695	798
151	76178	62295	73255	62948	.....	208334	91684	115905	63222	47065	200544	9140	2710	5518	2849	5868	28095	2339	1978	3458
152	7980	5008	5975	4149	.....	21147	11855	19642	6702	6105	17613	727	1036	1365	576	869	11601	1230	4703	1298
153	8608	7075	7631	6103	.....	23946	15834	20711	4604	5440	23793	1235	654	1234	428	1127	10924	2118	1824	808
154	4917	3558	4320	3917	2623	13229	7693	9767	1557	2189	12536	813	215	458	217	422	3262	205	685	798
155	97583	77914	91181	77117	73536	265956	127056	166225	76985	60800	254486	11915	4545	8575	3870	8296	53982	5382	9200	6360
156	91900	82108	85199	71938	73674	262738	121940	163865	73678	61749	241946	12681	5726	8474	3947	9342	49735	6148	9124	8282
157	5593	.....	5982	5179	.....	13218	5126	2160	.....	.....	12540	.....	.....	101	77	.....	4147	.....	76	.....
158	.....	4284	.....	.....	138	.....	.....	.....	3283	949	.....	766	1081	.....	.....	.....	.....	266	.....	1902

TABLE C.—The Common

COMMON SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.												
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Total Counties	4311	2505	1806	661	436	1368	1307	279	47	16	16	44	89	8	14	26
“ Cities	238	62	176	49	65	54	52	6	8							4
“ Towns	325	127	198	73	53	103	64	10	6		1	1	6			8
“ Villages	180	81	99	43	12	48	47	12	2	2		3	10			1
Grand Total, 1869	5054	2775	2279	826	566	1573	1470	307	63	18	17	48	105	8	14	39
“ 1868	4996	2777	2219	811	563	1564	1506	271	55	23	10	42	103	3	16	29
Increase	58		60	15	3	9		36	8		7	6	2	5		10
Decrease		2					36			5					2	

Schools of Ontario.

TEACHERS.

Total holding certificates.	CERTIFICATES.								Number of Scholars who attended Normal School without obtaining certificates.	Number of Schools in which Teacher was changed during the year.	Number of Schools having more than one teacher.	ANNUAL SALARIES.			
	Normal School.		County Boards.			Unclassified.	Unqualified.	Certificate annulled.				Highest salary paid.	Lowest salary paid Male Teacher.	Male Teacher, without Board.	Female Teacher, without Board.
	1st class.	2nd class.	1st class.	2nd class.	3rd class.										
4281	139	256	1524	1995	367	30	.....	10	33	594	82	635	80	259	188
172	49	36	75	11	1	66	.....	.....	1	8	63	1300	300	602	229
294	47	34	139	69	5	31	.....	.....	4	31	108	700	300	478	226
173	24	16	81	42	10	7	.....	1	2	26	51	600	240	420	192
4920	259	342	1819	2117	383	134	.....	11	40	659	304	1300	80	448	226
4832	257	347	1753	2184	341	114	.....	10	27	695	302	1300	100	447	226
38	2	.....	66	.....	42	20	.....	1	13	.....	2	.....	.....	1	.....
.....	.....	5	.....	67	.....	.....	.....	.....	.....	36	.....	.....	20	.....	.....

TABLE D.—The Common

TOTALS.	SCHOOLS.					SCHOOL HOUSES.														
	Number of School sections.	Number of Schools open.	Number of Schools closed or not reported.	Number of free Schools.	Number of Schools partly free and otherwise.	Total number of School houses.	KIND.					TITLE.				BUILT DURING THE YEAR.				
							Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Total Counties...	4301	4227	74	3878	349	4257	675	377	1725	1468	12	3828	329	79	21	44	30	67	28	169
“ Cities.....	63	63	.....	63	.....	63	38	13	12	.....	.....	59	1	3	.....	1	.....	.....	.....	1
“ Towns.....	129	129	.....	108	21	128	62	23	40	.....	3	107	12	5	4	4	.....	.....	.....	4
“ Villages.....	105	105	.....	82	23	106	40	14	40	1	10	84	4	8	9	1	1	.....	.....	2
Grand total, 1869	4598	4524	74	4131	393	4553	815	427	1817	1469	25	4078	346	95	34	50	30	68	28	176
“ 1868	4535	4480	75	3986	494	4502	733	433	1785	1528	23	4064	321	100	17	50	26	65	30	171
Increase	43	44	.....	145	.....	51	82	.....	32	.....	2	14	25	.....	17	.....	4	3	.....	5
Decrease.....	.....	.....	1	.....	101	.....	.....	6	.....	59	.....	.....	.....	5	.....	.....	.....	.....	2	.....

Schools of Ontario.

SCHOOL VISITS.											LECTURES.			TIME OPEN.		
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Number of examinations.	Number of Schools distributing prizes.	Number of Schools holding recitations.	Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of Months and days open, including holidays and vacations.	Average No. of Months and days open, including holidays and vacations.
59396	7974	4475	1193	1544	266	13501	28443	6508	1228	2251	2974	2647	327	4140	45808.22	11.02
4745	968	648	98	57	5	800	2169	121	43	44	30	29	1	63	756.	12.
5887	847	803	151	134	22	1246	2684	185	51	67	47	39	8	125	1476.	11.24
4548	399	521	106	97	17	1066	2343	156	35	50	76	65	11	105	1250.13	11.27
74576	10188	6447	1547	1832	310	18613	35639	6970	1357	2412	3127	2780	347	4433	49291.05	11.04
81942	10632	8492	1727	1949	442	19903	38797	7143	1521	2332	2996	2684	312	4257	47568.09	11.05
7366	444	2045	180	117	132	1290	3158	173	164	80	131	96	35	176	1722.26	.01

TABLE E.—The Common

TOTALS.	NUMBER OF SCHOOLS USING																			
	READERS.			SPELLING BOOKS.			ARITH-METICS.			GRAMMARS.				GEOGRAPHIES						
	Canadian National.	Irish National.	Various.	Sullivan or Irish National.	Canadian National.	Various.	Irish National.	Sangster's National.	Various.	Sullivan or National.	Lennie.	Bullion.	Davies.	Various.	Sullivan or National.	Lovell or Hodgins.	Various.			
Total Counties..	4227	2857	2746	4234	300	37	2344	1013	195	368	3971	51	549	1591	706	751	333	122	3620	139
“ Cities	63	63	63	48	.....	21	23	43	2	11	52	6	.....	25	21	18	12	.....	61	..
“ Towns.....	129	120	116	109	12	9	54	70	14	5	125	1	12	40	48	36	13	10	101	15
“ Villages...	105	87	77	96	7	4	46	30	9	.....	103	...	10	30	28	34	10	8	88	3
Grand Total, '69	4524	3127	3002	4687	319	71	2467	1176	220	384	4251	58	571	1686	803	839	368	140	3870	157
“ '68	4480	3061	3035	4054	374	80	3613	.....	300	215	4084	29	303	2684	814	.....	385	272	3652	64
Increase	44	66	.....	433	.....	.....	1176	.....	.....	69	167	29	268	.....	.....	839	.....	.....	218	93
Decrease.....	.....	.....	33	.....	55	9	1146	.....	80	.....	.....	.....	.....	998	11	.....	17	132	.....	...

Schools of Ontario.

BOOKS, MAPS AND APPARATUS.

HISTORIES.					BOOK-KEEPING.		ALGEBRA.			GEOMETRY.			OTHER BOOKS.			APPARATUS.						
England.	Greece or Rome.	Canada.	National Readers.	Various.	Irish National.	Various.	Todhunter.	Colenso.	Sangster.	Various.	Irish National.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Total No. of maps.	No. of schools using maps.	Globes.	Blackboards.	Apparatus.	Tablet lessons.
1951 48 92 64	4 1	1462 35 43 42	32 2 1	11 9 9 1	535 29 46 31	794 26 53 38	..... ..... 5 3	483 20 28 19	874 29 54 38	162 16 22 4	39 5 2	1036 43 88 43	16 48 88 1	10 3 2	..... ..... ..... .....	27 16 8	23739 726 1621 975	3403 63 126 101	1103 39 84 55	4123 63 144 92	234 14 46 32	847 63 89 55
2155 1966	5 3	1587 1220	35 184	30 43	641 796	911 793	8 4	550 732	995 714	204 210	46 41	1210 1157	74 62	15 6	..... .....	51 63	27061 26812	3693 3530	1283 1234	4422 4253	326 359	1054 1168
189	2	367 .....	..... 149	..... 13	..... 155	118	4 .....	..... 182	281 .....	..... 6	5	53	12	9 .....	..... .....	..... 12	249	163	49	169 .....	..... 33	..... 114

TABLE F.—The Roman Catholic

TOTALS.	Number of Separate Schools.	RECEIPTS.					EXPENDITURES.			PUPILS AND TIME.		
		Amount of the Legislative Grant paid in 1869.	Legislative apportionment for maps, apparatus, prizes and libraries.	Amount raised from school rate or supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes.	Number of pupils.	Number of months open.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Total Counties ..	106	2881 00	57 31	11114 43	3717 10	17769 84	13828 89	150 37	3790 58	6617	10	1747
“ Cities.....	21	3087 00	315 18	8575 29	4325 16	16302 63	10119 59	860 52	5322 52	7465	12	3518
“ Towns.....	26	2250 00	103 17	9706 00	6892 88	18952 05	11901 90	382 00	6668 15	5513	12	2548
“ Villages ...	12	512 00	.....	2047 71	1167 31	3727 02	2778 51	46 75	901 76	1089	12	518
Grand Total, 1869	165	8730 00	475 66	31443 43	16102 45	56751 54	38628 89	1439 64	16683 01	20684	11	8331
“ 1868	162	9144 00	472 01	30558 12	15277 91	55452 04	38845 68	1157 55	15448 81	20594	11	9305
Increase.....	3	.....	3 65	885 31	824 54	1299 50	.....	282 09	1234 20	90	.....	.....
Decrease .....	.....	414 00	.....	.....	.....	.....	216 79	.....	.....	.....	.....	974

Separate Schools of Ontario.

TEACHERS.					RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.												MAPS, APPARATUS, &c.							
Number of Teachers.					RELIGIOUS ORDERS.		Number of schools opened and closed with prayer.		Number of schools using the Bible.		Number of pupils learning reading.		Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of Maps.	Number of schools using maps.	Apparatus.	Blackboards.
102	32	70	2	3			80	16	6351	3814	3754	1537	1972	878	272	56	20	90	329	296	57	3	86			
68	47	21	28	29			21	21	7320	4751	4983	3207	3732	1938	324	207	86	233	3368	138	21	21	21			
43	20	23	...	10			24	8	5436	3770	3605	2292	2998	1067	213	145	76	199	1060	220	22	12	22			
15	5	10	...	3			11	3	1020	618	579	325	365	136	18	.....	5	52	205	69	10	5	10		
228	104	124	30	43			136	48	20127	12953	12921	7361	9067	4019	827	408	187	574	4982	722	110	41	139			
236	94	142	64	63			128	54	19839	12395	12002	6832	9163	3459	724	465	314	625	3871	762	114	37	132			
.....	10	...	...	...			8	.....	288	558	919	529	.....	560	103	.....	.....	.....	1111	.....	.....	4	7
8	...	18	34	20			.....	6	.....	.....	.....	.....	.....	96	.....	57	127	51	.....	40	4	.....	.....	

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						Total receipts for 1899.
		Balance from 1898.	Legislative Grant.		Local Sources.			
			For Masters' salaries.	For Maps, Prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Arnprior	Renfrew	110 47	310 00	10 00	215 03	57 00		702 50
Barrie	Simcoe		591 00	11 20	400 00	301 00	83 86	1387 06
Beamsville	Lincoln	6 86	243 00	7 00	175 00	32 00	7 00	470 86
Bellefille	Hastings	207 00	775 00	5 00	800 00			1787 00
Berlin	Waterloo		355 00		500 00		69 40	924 40
Bowmanville	Durham		885 00	25 00	720 24	250 00		1880 24
Bradford	Simcoe	97 57	297 00		350 00			744 57
Brampton	Peel	258 00	536 00	15 00	622 00		15 00	1446 00
Brantford	Brant	814 78	580 00		240 00	534 75		2219 53
Brighton	Northumberland		150 00		400 00		51 66	601 66
Brockville	Leeds		470 00	15 00	450 00	144 00		1079 00
Caledonia	Haldimand	392 15	458 00	20 60	220 00	80 42		1170 57
Carleton Place	Lanark	170 48	315 00	5 75	576 00	10 62		1077 85
Cayuga	Haldimand	11 80	270 09		200 00		26 17	507 97
Chatham	Kent	568 87	650 00		375 00	287 00		1880 87
Cliston	Huron	161 39	312 00	25 00	500 00	141 00		1139 39
Cobourg	Northumberland	75 03	1280 00			1002 15	725 00	3082 18
Colborne	do	81 50	527 00	10 00	512 00			1130 50
Collingwood	Simcoe		309 00		450 00	6 00	16 24	781 24
Cornwall	Stermont	31 20	480 00	15 00		24 00	344 70	894 90
Drummondville	Welland	18 59	337 00	7 00	194 00	257 50		814 09
Dundas	Wentworth		830 00		621 00	149 00		1600 00
Dunnville	Haldimand				300 00			300 00
Elora	Wellington	11 82	265 00	21 09	200 00		82 58	580 40
Farmersville	Leeds		311 00	5 00	150 00		100 00	566 00
Fergus	Wellington	45 46	315 00	10 00	260 00	123 00		753 46
Fonthill	Welland		735 00		385 00	450 00		1570 00
Galt	Waterloo	1025 96	1740 00		900 00	1415 45	13 30	5094 71
Gananoque	Leeds		405 00		210 78			615 78
Goderich	Huron	195 32	530 00	21 00	500 00	324 00		1570 32
Grimaby	Lincoln	212 17	458 00	14 98	175 00	273 97	93 85	1227 97
Guelph	Wellington	3 25	835 00		440 60	117 00	73 18	1469 03
Hamilton	City	184 86	1540 00	28 35	138 00	1898 17		3789 38
Ingersoll	Oxford	no rep't.	450 00	16 00			16 00	482 00
Iroquois	Dundas	129 44	470 00		200 00	264 00	252 72	1316 16
Kemptville	Grenville	132 67	390 00		250 00			772 67
Kincardine	Bruce		280 00	11 75	386 75			678 50
Kingston	City	176 86	1375 00	22 50	630 00	1156 00	294 12	3654 48
Lindsay	Victoria		485 00	12 00	200 00	144 00	227 00	1068 00
London	City		980 00			323 50	793 55	2097 05
L'Orignal	Prescott	130 05	270 00	10 00	300 00		1 37	711 42
Manilla	Ontario		423 00			3 00	250 00	676 00
Markham	York	106 85	545 00	10 50	300 00	259 88		1222 23
Metcalfe	Carleton		252 00		150 00		73 00	475 00
Milton	Halton		240 00	10 00	300 00	150 00	100 00	800 00
Morrisburgh	Dundas		391 00			42 00	249 00	682 00
Mount Pleasant	Brant		261 00		100 00		244 50	605 50
Napanee	Lennox	5 22	680 00		800 00			1485 22
Newburgh	Addington		812 00		534 27	111 75		1458 02
Newcastle	Durham	200 00	395 00		300 00	251 00		1146 00
Newmarket	York		340 00		500 00	453 00		1293 00
Niagara	Lincoln	147 00	290 00		175 00	160 00		772 00
Norwood	Peterborough	93 21	480 00		150 00		1171 15	1894 36
Oakville	Halton		315 00	15 00	200 00		321 00	851 00
Oakwood	Victoria		224 00				276 00	500 00

Schools of Ontario.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of Pupils attending during 1899.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Mans. Prizes, &c., and Libraries.	Fuel, books and contingencies.	Total expenditure for 1899.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
600 00	60 00		22 50	702 50		37	\$2 non-resident, \$1 resident.
1292 00		22 40	72 66	1387 06		54	\$4.
455 00		14 00		469 00	1 86	37	Free.
1500 00	88 22	10 00	109 43	1707 65	79 35	87	Free.
660 00	11 13		253 27	924 40		57	
1700 00		50 00	130 24	1880 24		109	\$1.65, \$1.05.
588 00	2 12	5 22	85 35	680 69	63 88	35	75 cents.
1416 00		30 00		1446 00		63	Free.
1263 64	661 69		202 67	2128 00	91 53	57	\$4.50
530 00			26 10	576 10	25 56	79	Free.
470 00	238 45	30 00	189 22	927 67	151 33	34	Free.
800 00		70 00	157 80	1027 80	142 77	66	75 cents.
558 34	36 25	11 50	95 70	699 79	378 06	47	Free.
485 00			22 97	507 97		64	Free.
1269 24	39 68		139 09	1448 01	432 86	73	\$3, \$2, \$1.
875 00	120 75	51 35	86 23	1133 33	6 06	45	\$2.
2634 55	139 18		162 43	2936 16	146 02	136	\$3.50.
1090 00		20 00		1130 00	50	81	Free.
650 00			77 08	727 08	54 16	25	Free.
750 00	8 65	64 03	72 22	894 90		33	\$5 to \$3.
675 10	51 94	14 40	19 75	761 19	52 90	44	\$2.50.
1600 00				1600 00		131	75 cents.
100 00	105 47	15 00	10 91	231 38	68 62	47	Free.
465 00	5 95	42 00	49 25	562 20	18 20	46	Free.
525 00		10 00	31 00	566 00		71	Free.
631 00	1 25	20 00	42 70	694 95	58 51	35	\$1.50.
1335 00	100 00		135 00	1570 00		117	\$3.50.
3016 76	509 29	36 60	148 60	3711 25	1383 46	152	\$4.
541 66	34 12		40 00	615 78		62	Free.
895 10	140 68	42 00	78 00	1155 78	414 54	69	\$2.
1000 00	114 76	30 58	39 25	1184 59	43 38	54	\$2.
1300 00	46 42		122 61	1469 03		90	75 cents.
3016 82	110 74	93 35	541 62	3762 53	26 85	200	\$4, \$2.
450 00		32 00		482 00		25	
900 00	331 50		84 66	1316 16		112	\$1, \$1.50, \$2.
601 00			39 32	640 32	132 35	48	Free.
600 00	15 00	23 50	40 00	678 50		57	Free.
3161 18	76 38	46 00	182 60	3466 16	188 32	111	\$4.50, \$3.50.
844 00	80 00	24 00	120 00	1068 00		55	\$2.
1550 00				1550 00	547 05	76	\$1.50.
600 00	24 85	20 00		644 85	66 57	54	Free.
676 00				676 00		43	\$3.
1007 14	40 99	27 00	39 37	1114 50	107 73	70	\$2.
475 00				475 00		22	Free.
740 00	30 00	20 00	10 00	800 00		32	\$2.50.
642 00			40 00	682 00		35	Free.
550 00			55 50	605 50		30	Free.
1257 25	12 60	12 08	202 49	1494 42	80	129	Free.
1305 00		3 25	149 77	1458 02		104	
800 00	125 00	21 00	75 00	1021 00	125 00	63	\$2.
1206 88	9 95		76 17	1293 00		57	\$4.
772 60				772 00		25	\$4.
905 00	380 15		347 42	1632 57	261 79	45	Free.
700 00	59 33	30 00	61 67	851 00		52	Free.
509 00				500 00		23	Free.

TABLE G.—The Grammar

SCHOOLS.		MONEYS.						
GRAMMAR SCHOOLS.	COUNTIES.	RECEIPTS.						Total receipts for 1869.
		Balance from 1868.	Legislative Grant.		Local Sources.			
			For Masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Omemee	Victoria	1 54	595 00		200 00	18 00		814 54
Orangeville	Wellington		335 00		709 11			1044 11
Osborne	Russell		200 00		300 00		160 00	660 00
Oshawa	Ontario	65 95	870 00		624 05			1560 00
Ottawa	City	285 72	1290 00	25 00	650 00	1602 91		3853 63
Owen Sound	Grey		495 00		205 00			700 00
Pakenham	Lanark		315 00				467 50	782 50
Paris	Brant		480 00		559 74		63 00	1102 74
Pembroke	Renfrew	18 25	315 00		289 25	94 50		717 00
Perth	Lanark	168 14	845 00	20 00	435 00	215 00		1683 14
Peterborough	Peterborough		960 00	14 00	720 00			1714 00
Pictou	Prince Edward	231 88	478 00		800 00			1509 88
Port Dover	Norfolk	85 00	350 00		100 00		75 00	610 00
Port Hope	Durham		633 00	20 00	331 43	660 00	20 91	1665 34
Port Perry	Ontario		370 00	40 00			40 00	450 00
Port Rowan	Norfolk	45 63	275 00				423 32	748 95
Prescott	Grenville		355 00		325 00	124 00		804 00
Renfrew	Renfrew	94 54	360 00		227 00			681 54
Richmond	Carleton		58 00		258 00	8 40		324 40
Richmond Hill	York		360 00		300 00			660 00
Sarnia	Lambton		230 00	56 60	690 67	66 00		1043 27
Scotland	Brant		310 00		100 00	1 50	667 45	1078 95
Simcoe	Norfolk		625 00	15 00	573 00	65 00		1278 00
Smith's Falls	Lanark	54 80	345 00		340 00	70 25		810 05
Smithville	Lincoln	18 74	310 00		175 00	160 00		663 74
Stirling	Hastings	12 15	300 00	10 00	400 00			722 15
Stratford	Perth	24 44	612 00	6 00	650 00		14 70	1307 14
Strathroy	Middlesex		315 00		592 11			907 11
Streetsville	Peel	33 77	400 00		265 00			698 77
St. Catharines	Lincoln	127 34	805 00	20 00	450 00	893 11		2295 45
St. Marys	Perth		660 00	35 00	400 00	30 97	184 53	1316 50
St. Thomas	Elgin		462 00		400 00	30 00		892 00
Thorold	Welland		448 00	5 00	224 00	75 00	200 00	952 00
Toronto	City	2736 97	1535 00	20 00	1365 00	991 73	1376 21	8024 91
Trenton	Hastings		320 00		459 00			779 00
Uxbridge	Ontario	20 90	555 00	11 25	350 00			937 15
Vankleekhill	Prescott		310 00		300 00	67 00	33 00	710 00
Vienna	Elgin		305 09		127 87		230 00	662 87
Wardsville	Middlesex		350 00		183 00	67 00		600 00
Waterdown	Wentworth	97 48	320 00	73 26	197 50	72 50	274 35	1035 09
Welland	Welland		440 00	10 00	220 00		110 00	780 00
Weston	York		600 00		300 00	200 00	31 75	1131 75
Whitby	Ontario		1295 60	8 00	695 00	106 00	292 04	2396 04
Williamstown	Glengarry	150 00	525 00	16 00	250 00		149 25	1090 25
Windsor	Essex		525 00		407 00			932 00
Woodstock	Oxford	4 71	800 00	5 50	550 00	109 25		1469 46
Grand Total, 1869		10083 78	52103 00	789 64	35403 40	16924 28	10789 36	126093 46
“ 1868		10482 69	53190 00	862 51	34182 76	16684 29	13787 48	129189 73
Increase								
Decrease		398 91	1087 00	72 87	1220 64	239 99	2998 12	3096 27

* It is probable that the decrease in the amount expended on building may be accounted for by the the Common School Table shows an increase. It is also likely that some projected buildings are delayed

Schools of Ontario.—Continued.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of pupils attending during 1869.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure for 1869.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
795 00	*5 75	*5 00	2 35	808 10	6 44	78	Free.
890 00	55 50		98 61	1044 11		45	Free.
500 00	150 00		10 00	660 00		34	Free.
1400 00	89 00		71 00	1560 00		104	Free.
3014 85	253 35	50 00	176 46	3494 66	358 97	98	\$8, \$6.
700 00				700 00		56	Free.
730 00	7 97		44 53	782 50		38	Free.
925 00	81 49		96 25	1102 74		63	\$3 non-residents.
691 00		9 00	17 00	717 00		39	\$1.50.
1518 00	25 14	40 00	100 00	1683 14		107	\$4.
520 00	980 00	28 00	186 00	1714 00		183	\$1.50 and 75 cents.
1229 24			33 00	1262 24	247 64	89	Free.
450 00	70 00		50 00	570 00	40 00	38	Free.
1340 80	26 88	40 91	256 75	1665 34		55	\$4 to \$2.
370 00		80 00		450 00		70	Free.
600 00			120 90	720 90	28 05	41	Free.
633 33	11 00	20 00	11 75	676 08	127 92	70	75 cents.
646 70	2 50		32 07	681 27	27	37	Free.
288 00			12 40	300 40	24 00	24	45 cents.
600 00			60 00	660 00		39	Free.
800 00	70 00	113 27	60 00	1043 27		19	\$3.
785 00	242 80		51 15	1078 95		63	Free.
1020 00	90 00	30 00	138 00	1278 00		63	Free.
737 50			41 81	779 31	30 74	53	25 cents.
490 00	130 00		15 24	635 24	28 50	67	\$2.
497 87	125 00	20 00	47 08	689 95	32 20	55	Free.
1050 00	19 14	15 00	134 64	1218 78	88 36	62	Free.
600 00	220 00	10 00	77 11	907 11		65	Free.
483 67	24 00		19 55	527 22	171 55	51	Free.
2003 91		49 81	177 84	2231 56	63 89	111	\$3.
1112 50	20 00	70 00	108 00	1310 50		111	Non-residents, \$2; resid., free.
800 00			92 00	892 00		40	
782 00	90 00	10 00	70 00	952 00		55	75 cents.
3150 00	49 70	40 00	138 57	3378 27	4646 64	119	\$3.50, \$4.50.
733 00		23 00	23 00	779 00		52	
770 00		22 50	53 41	845 91	91 24	68	Free.
710 00				710 00		54	\$1 non-residents.
600 00			62 87	662 87		49	
439 39				439 39	160 61	72	25 cents.
525 00	311 99	146 52		983 51	51 58	57	75 cents.]
700 00		20 00	60 00	780 00		70	Free.
900 00	200 00		31 75	1131 75		47	\$2.
1665 00	77 87	16 00	637 17	2396 04		136	Free to town, non-residents \$2.
725 00		34 50	30 75	790 25	300 00	49	Free.
900 00		10 00		910 00	22 00	66	
1239 00	136 89	27 72	65 85	1469 46		53	\$1.
97009 42	7378 46	1892 49	8222 48	114502 85	11590 61	6608	
95848 60	10267 34	2184 01	9346 95	117646 90	11542 83	5649	
1160 82					47 78	959	
	2868 88	291 52	1124 47	3144 05			

Trustees charging a large proportion of the building expenses to the Common Schools, in case of Unions, as till the law is definitely fixed.

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF															
GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Livy.	Reading Ovid.	Reading Cicero.
Arnprior	37	37	37	37	37	33	33	33	33	.....	13	5	1	.....	1
Barrie.....	54	54	54	30	40	49	10	49	22	8	9	9	.....	.....	4
Beamsville	37	37	37	37	37	33	33	3	.....	.....	2	.....	.....	.....	.....
Belleville	87	87	87	87	45	83	54	16	24	10	11	8	.....	.....	.....
Berlin.....	57	57	57	57	.....	47	46	.....	1	.....	.....	1	.....	.....	1
Bowmanville	106	106	80	80	80	100	88	100	.....	.....	2	8	.....	.....	1
Bradford.....	35	35	35	35	35	25	22	8	.....	.....	4	1	.....	.....	.....
Brampton.....	63	63	63	63	63	47	39	18	9	6	6	6	5	1	4
Brantford.....	57	57	30	40	8	50	50	50	10	.....	2	.....	.....	.....	2
Brighton.....	79	79	79	79	79	45	.....	37	.....	.....	3	3	.....	.....	.....
Brockville	34	34	34	34	16	32	32	32	17	.....	.....	15	11	.....	9
Caledonia.....	66	66	66	66	66	37	37	37	6	.....	6	7	.....	6	7
Carleton Place.....	47	45	43	45	.....	21	19	21	5	2	5	5	.....	.....	2
Cayuga.....	64	64	26	64	26	60	50	10	10	5	5	3	.....	.....	.....
Chatham.....	73	73	73	73	73	55	55	55	6	10	6	4	4	4	4
Clinton.....	45	45	45	45	45	44	36	44	4	8	4	4	.....	.....	.....
Cobourg.....	99	88	50	50	78	136	136	136	42	36	44	36	.....	.....	2
Colborne.....	81	81	81	81	61	69	61	12	2	.....	6	.....	.....	.....	2
Collingwood*.....	25	25	25	25	25	20	20	20	2	3	7	3	.....	.....	1
Cornwall.....	33	33	33	23	.....	32	12	.....	18	8	8	13	7	.....	.....
Drummondville.....	44	44	.....	.....	44	44	40	18	5	5	3	3	.....	.....	2
Dundas.....	131	131	131	131	30	131	24	107	24	15	.....	24	32	2	5
Dunnville.....	47	47	47	47	22	22	.....	22	22	.....	.....	.....	.....	.....	.....
Elora.....	45	44	42	45	15	46	6	16	8	6	7	4	2	3	3
Farmersville.....	71	71	71	71	71	68	68	66	.....	.....	1	.....	.....	.....	.....
Fergus.....	35	35	35	34	.....	29	8	29	1	1	5	3	.....	.....	.....
Fonthill.....	117	115	64	59	89	112	89	61	32	19	11	17	7	8	10
Galt.....	152	152	152	152	102	152	67	152	18	18	3	38	18	18	18
Gananoque.....	62	62	62	62	40	35	28	7	6	7	.....	6	.....	.....	.....
Goderich.....	69	69	69	69	51	43	39	18	10	.....	3	.....	.....	.....	.....
Grimaby.....	54	54	54	54	54	54	28	21	5	4	17	4	.....	.....	5
Guelph.....	90	90	90	90	90	90	16	15	15	.....	13	7	.....	.....	13
Hamilton.....	200	200	200	200	200	160	110	110	10	23	.....	24	12	.....	13
Ingersoll.....	25	25	25	25	25	20	20	20	2	3	7	3	.....	.....	1
Iroquois.....	112	112	100	112	112	91	86	91	91	3	4	3	.....	.....	.....
Kemptville.....	48	48	48	48	48	48	45	45	3	3	.....	3	.....	.....	3
Kincardine.....	57	57	57	57	18	34	34	12	3	.....	3	.....	.....	.....	.....
Kingston.....	111	111	111	111	78	111	98	111	89	21	27	21	12	.....	10
Lindsay.....	55	55	55	55	55	50	36	20	25	.....	12	2	.....	.....	1
London.....	76	76	76	76	69	76	45	76	31	31	18	10	8	2	3
L'Orignal.....	54	54	54	54	54	38	34	38	.....	.....	2	2	.....	.....	.....
Manilla.....	26	26	20	15	10	40	26	5	.....	2	1	3	.....	.....	1
Markham.....	70	70	70	70	70	69	61	8	1	1	7	1	.....	.....	.....
Metcalfe.....	22	22	22	22	12	19	.....	14	14	.....	.....	5	.....	.....	.....
Milton.....	32	32	32	32	32	28	19	28	.....	6	10	4	.....	.....	.....
Morrisburgh.....	35	35	35	35	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mount Pleasant.....	30	30	30	5	.....	20	15	20	.....	.....	3	2	.....	.....	.....
Napanee.....	129	129	129	129	119	103	62	41	41	18	18	12	2	1	3
Newburgh.....	104	104	104	104	104	78	37	78	11	4	14	2	2	4	10
Newcastle.....	63	63	63	63	63	63	63	30	.....	.....	6	2	.....	.....	.....
Newmarket.....	57	57	57	57	57	45	39	45	43	2	6	6	.....	.....	.....
Niagara.....	25	25	25	25	25	20	10	20	20	2	8	2	.....	.....	.....
Norwood.....	45	37	45	18	.....	45	18	2	10	3	5	2	.....	.....	3

* Estimate—Not Reported. † First half year only. ‡ Last half year only. § This average

Schools of Ontario.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

			IN GREEK.								IN FRENCH.						
Reading Horace.	In verse composition.	Average attendance in Latin.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Corneille's Horace.	
5		16	5	3	5	5		2	1		24	24	24	24	13	5	
1		27.5	9	7	9	9		2			33	33	33		7	4	
		14.5									13	13	1	1			
2		39	4	4	4	2					6	6			1		
		17.5	1		1	1		1	1		10	10	10				
2		60.5	15	7	8	8	4	5	4	1	49	49	49				
		12.5	2	1	1			1			9	9	9		5		
6	5	19.5	7	2	5	3	5	5	3	3	33	33	33	6	6	6	
2		27.5	11	10	1	9	1	1	1		25	10	25		1		
		20	5		5						18	13			5		
3		19+	12	4	12	8	10	9	6		27	27	27	7	5	11	
7		23	3	3	3						35	35	35	7	35	7	
3	2	13.5	7	4	7	6		3	1		8	8	5		4	3	
2		19	4	4		4					18	18	18		4		
4	4	27.5	10	4	10	10	4	6	4	4	46	46	46	46	6	2	
		20.5	9	6	6			3			22	6			12		
		63	91	18	18	21	24	28		3	24	24	24	15	17	3	
		30.5	5	4	1		1	1			15	15	3			3	
		17	4	4	4	4					3	3	3	3			
	8	19.5	10	10	5	5					9	9	9				
1		22	2	2	2						1	1	1	1	1		
5	15	60.5	22	5	5	6	10	12	5	2	57	57	57	25	25	25	
		14+									11	11	11	3			
2	2	18.5	6			6	1	5	4	1	12	12	12		4	2	
1		29	1	1							8	6	2		2		
1		14.5	4	3	4		1		1		25	25	25				
3	2	40	15	13	15	13	2	9	3	2	34	34	33		21	6	
19	18	86.5	61	43	18	18	18	17	18	17	115	115	65	65	38	18	
		18.5									45	45	45		10	3	
3		24	3	3							26	26	7		3		
1		31	12	8	12			3	1		5	5			3		
7	3	41	15	7	15	8	10		12	3	20	20	20	5	20	2	
2		108.5	16		11				5	5	84	69	84	16	21	16	
		17	4	4	4	4					3	3	3	3			
1		35	4	3	3	3		2			13	13	13		1		
		22	3	3	3	3		1			11	11	11		2		
		14.5									15	14	1		1		
10	21	65	38	19	38	38	14	19	14		39	39	39	13	24	13	
1		36.5	4	4	1						24	12	24		8	1	
	3	38.5	15	8	15	8	6	5	3		19	19	19	4	5		
		19.5	2	2		2					14	14	14				
		15.5	26	26	1		1		1		3	3	3		1		
		31.5	5	5	1						10	2	10		4		
		14	2	2	2						4	4	3		1		
		16	7	7	7			2			13	13	13				
		22.5									9						
		10.5	1	1	1	1					6	6	6		3		
5	1	57.5	17	6	11	6	5	2	3	1	42	42	42		6		
2		51.5	8	4	8	8	4	4	2		32	32	9		6	3	
		27									23	23	23		10		
		24	2	2	2	2					22	22	22	5	3	4	
1		12.5	5	5	5	5		5	1		7	7	7	5	7		
3		23	6	4	2	5	3	3	2		10	10	10	10			

includes pupils in the regular non-classical course, but the number of these is merely nominal.

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.				IN			
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.		In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Arnprior.....	37	8	12	31	6	4	.....	.....	1	37	37	1	12	.....	.....
Barrie.....	54	39	28	49	12	10	7	.....	10	54	54	7	54	54	.....
Beamsville.....	37	15	8	37	10	2	.....	.....	37	37	37	.....	33	.....	.....
Belleville.....	87	31	23	61	15	6	10	15	28	87	87	28	87	87	.....
Berlin.....	57	12	11	56	11	.....	.....	.....	1	57	57	1	.....	.....	.....
Bowmanville.....	109	55	29	109	51	14	.....	10	12	97	109	33	7	.....	.....
Bradford.....	35	33	19	35	21	11	.....	8	12	35	33	.....	8	.....	.....
Brampton.....	63	50	23	44	9	5	2	2	11	52	63	11	36	.....	.....
Brantford.....	57	31	20	40	30	6	4	.....	12	45	57	10	10	.....	.....
Brighton.....	70	32	24	70	17	10	.....	.....	5	79	24	.....	10	.....	.....
Brockville.....	34	34	34	34	32	7	8	8	8	21	9	.....	.....	.....	.....
Caledonia.....	66	38	22	45	18	3	2	2	6	66	48	7	.....	.....	.....
Carleton Place.....	47	24	18	41	18	5	2	.....	4	47	43	4	.....	.....	.....
Cayuga.....	64	18	7	50	4	2	.....	8	10	28	27	7	18	.....	.....
Chatham.....	73	46	30	55	31	6	3	16	35	73	73	73	48	.....	.....
Clinton.....	45	20	20	45	8	8	1	8	.....	28	45	4	8	.....	.....
Cobourg.....	76	40	30	57	40	10	.....	36	51	90	36	34	.....	.....	.....
Colborne.....	81	22	15	81	10	6	.....	4	81	81	9	10	.....	.....	.....
Collingwood.....	25	10	7	20	5	5	.....	.....	23	23	3	.....	.....	.....	.....
Cornwall.....	33	15	11	9	2	3	.....	.....	8	33	32	.....	.....	.....	.....
Drummondville.....	42	22	23	30	22	12	16	.....	7	44	44	11	44	.....	.....
Dundas.....	131	131	93	131	117	24	8	24	24	131	131	24	20	131	.....
Dunnville.....	47	17	8	47	.....	.....	.....	.....	47	14	.....	.....	.....	.....	.....
Elora.....	43	6	8	43	6	6	.....	8	8	35	45	6	1	.....	.....
Farmersville.....	68	20	12	64	11	5	1	1	50	20	.....	8	.....	.....	.....
Fergus.....	34	13	8	32	6	2	1	1	34	1	1	.....	.....	.....	.....
Fonthill.....	117	36	26	78	25	19	3	8	31	22	57	17	13	117	.....
Galt.....	152	105	81	107	73	34	2	26	18	152	107	18	55	.....	.....
Gananoque.....	62	20	15	42	8	5	.....	.....	58	60	6	.....	62	.....	.....
Goderich.....	69	16	23	64	16	3	.....	.....	69	64	.....	69	.....	.....	.....
Grimsby.....	51	26	21	47	12	8	.....	6	48	54	10	16	54	.....	.....
Guelph.....	90	78	56	78	54	9	.....	15	90	90	15	15	90	.....	.....
Hamilton.....	200	43	29	151	43	29	18	18	200	76	23	31	.....	.....	.....
Ingersoll*.....	25	10	7	20	5	5	.....	.....	23	23	3	.....	.....	.....	.....
Iroquois.....	102	30	14	65	11	7	18	5	6	100	92	2	12	.....	.....
Kemptville.....	48	20	10	42	10	1	.....	3	46	48	3	48	.....	.....	.....
Kincardine.....	57	26	15	38	12	7	5	3	57	35	.....	12	57	.....	.....
Kingston.....	111	68	57	96	62	37	38	57	38	111	111	27	42	111 42	.....
Lindsay.....	55	16	12	51	6	2	.....	55	55	55	20	20	.....	.....	.....
London.....	76	69	24	69	57	16	57	69	31	76	76	31	69	76	.....
L'Orignal.....	54	12	7	38	12	1	9	.....	54	30	2	28	.....	.....	.....
Manilla.....	29	10	10	20	4	5	.....	2	3	26	12	.....	7	.....	.....
Markham.....	70	24	22	60	18	8	1	13	1	59	50	8	6	.....	.....
Metcalfe.....	22	14	6	17	8	2	6	.....	5	22	22	5	4	.....	.....
Milton.....	32	21	14	30	11	3	.....	7	32	32	8	6	.....	.....	.....
Morrisburgh.....	35	6	7	34	.....	.....	.....	.....	35	35	.....	.....	.....	.....	.....
Mount Pleasant.....	30	12	12	27	4	.....	.....	4	30	30	4	.....	.....	.....	.....
Napanee.....	129	37	18	98	25	10	.....	5	41	96	61	4	.....	.....	.....
Newburgh.....	104	48	19	92	37	12	28	11	21	104	39	21	21	.....	.....
Newcastle.....	63	15	.....	63	10	.....	.....	.....	31	63	63	10	.....	.....	.....
Newmarket.....	57	36	16	57	16	6	1	.....	29	57	51	13	57	.....	.....
Niagara.....	25	15	15	8	2	2	3	3	25	25	25	25	25	.....	.....
Norwood.....	41	15	6	41	10	3	.....	7	39	43	25	6	.....	.....	.....

* Estimate—Not Reported.

Schools of Ontario.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.										Number of masters engaged.	
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.	Schools in which there are daily prayers.	Schools in which the Bible is read.	Schools under United Boards.	Number of maps in school.		
37	10					1		1	15	1	1 H. Lloyd Slack, M.A., <i>Lennoxville.</i>
40	4	37			15	1			7	2	3 H. B. Spotton, M.A., <i>Toronto.</i>
37	11					1	1	1	11		1 J. Howatt Bell, M.A., <i>Albert.</i>
87	12					1	1		8	1	2 Alex. Burdon (certificate), <i>St. Andrews.</i>
15	15					1				1	2 J. H. Thom, M.A., <i>Toronto.</i>
107	25					1	1	1	3	2	Edward J. Crowle, M.A., <i>Giesse.</i>
35	15					1			9	2	1 Robert Dobson, <i>Certificate.</i>
25	10				29	1	1	1	17	2	2 G. Hunter Robinson, B.A., <i>Toronto.</i>
30	14					1	1		20	2	2 David Ormiston, B.A., <i>Toronto.</i>
40						1	1		4	2	1 Alfred McClatchie, M.A., <i>Victoria.</i>
34						1		1	10	2	1 Joseph Green, M.A., <i>McGill.</i>
66	25				40	1	1	1	20	2	2 W. H. Rennelson, M.A., <i>Toronto.</i>
28	4	1				1		1	4		1 Theophilus Wills, B.A., <i>Cambridge.</i>
35	11						1		15		1 William O'Connor M.A., <i>Queen's, Ireland.</i>
73	36	25					1		34	2	2 S. Arthur Marling, M.A., <i>Toronto.</i>
45	10					1			12	2	1 James Turnbull, B.A., <i>Toronto.</i>
99	21					1	1		11	8	3 Rev. James Roy, B.A., <i>Victoria.</i>
50	4					1			13	2	2 Alex. Murray, M.A., <i>Aberdeen.</i>
23	7					1	1		9	1	1 W. J. Irwin M.A., <i>Cambridge.</i>
32						1			20	1	1 J. Lawton Bradbury, M.A., <i>Trinity.</i>
	33					1	1		24	1	1 James Y. Cameron, <i>Queen's.</i>
99	10	109				1	1	1	14	2	2 J. Howard Hunter, M.A., <i>Toronto.</i>
47		25				1			5		1 C. W. Colter, B.A., <i>New Brunswick.</i>
43	8					1	1		39	3	1 Rev. J. E. Macgregor, (old law.)
50	8	40				1	1	1	6	2	1 Moses McPherson, B.A., <i>Victoria.</i>
34	12					1					1 James E. Burgess, B.A., <i>Queen's.</i>
73	22		117			1	1		20	2	2 Henry De la Matter, <i>Certificate.</i>
145	25	6		152	152	1			25	2	9 W. Tassie, M.A., <i>Toronto.</i>
55	7					1		1		2	1 H. H. Ross, B.A., <i>Toronto.</i>
69	18					1			12	2	1 James Preston, B.A., <i>Toronto.</i>
52						1	1		14	2	1 Daniel Campbell, <i>Certificate.</i>
90	35	10				1	1	1	18		2 J. Murison Dunn, B.A., <i>Toronto.</i>
200	33	41				1		1	24		4 J. M. Buchan, M.A., <i>Toronto.</i>
23	7					1	1		30	2	1 J. W. Sargent, B.A., <i>Dublin.</i>
96						1	1		16	2	2 Wm. A. Whitney, M.A., <i>Victoria.</i>
12	8	2							28	2	1 John Wilson Jolly, <i>Certificate.</i>
57	12					1		1	25	1	1 Benjamin Freer, <i>Certificate.</i>
111	57	11		47	47	1	1		21	1	4 Samuel Woods, M.A., <i>Toronto.</i>
55	12	30					1	1	8	2	1 Henry Reazin, <i>Certificate.</i>
76	57	76		76	69	1	1	1	30	4	2 Rev. B. Bayley, B.A., <i>Dublin.</i>
54				32	32	1			10	2	1 F. F. MacNab.
20	5		4					1	3	1	2 W. M. Nichols, B.A., <i>Trinity.</i>
39	15					1	1		8	1	1 James H. Hughes, B.A., <i>Toronto.</i>
22	4					1	1	1	24	1	1 G. A. Radenhurst, B.A.
32	6					1	1		25		1 Nelson Burns, B.A., <i>Toronto.</i>
35	6					1		1	13	2	1 W. E. Scott, B.A., <i>Victoria.</i>
30	8					1		1	14	2	1 Albert Taylor Briggs, B.A., <i>Trinity.</i>
120	45	78	115			1	1	1	23	2	2 H. M. Deroche, B.A. <i>Toronto.</i>
104	20					1	1	1	12	1	2 John Campbell, M.A.
63		14				1	1	1	6	1	1 W. W. Tamblin, <i>Toronto.</i>
11				30		1	1		42	2	3 W. W. Anderson, <i>Certificate.</i>
25	4					1			10	1	1 Charles Camidge, <i>Certificate.</i>
21	13					1		1	8	3	1 John Moore, B.A., <i>Victoria.</i>

Head Masters and their Colleges.

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN ENGLISH.					IN LATIN.									
	Total in English.	In English Grammar.	In Spelling and Dictation.	In Reading.	In Composition.	Total in Latin.	In Harkness or Arnold.	In Latin Grammar.	In Latin Exercises and Prose Composition.	In Prosody.	Reading Caesar.	Reading Virgil.	Reading Juv.	Reading Ovid.	Reading Cicero.
Oakville.....	52	48	45	45	40	39	38	33	1	2	4	1			1
Oakwood.....	23	23	22	23		23	23	23		1	5	3			
Omemece.....	78	78	40	40	78	67	67	67	52	9	16	10	3	6	6
Orangeville.....	45	45	45	45	33	31	26	8	1	5	4	5	1		2
Osborne.....	34	34	34	34	16	18	16	10	5		2	2			
Oshawa.....	104	104	104	104	18	102	75	102	102	8	10	8			3
Ottawa.....	98	98	98	98	98	93	70	93	14	9	14	9			
Owen Sound.....	56	56	56	56	56	48	44	26	25	26	9	8	4	2	
Pakenham.....	36	36	31	36	5	31	18	13	18		6				
Paris.....	63	63	63	63	62	63	63	63	63	7	8	3	2		
Pembroke.....	39	39	39	39	39	31	21	31	31	4	10	4			
Perth.....	107	107	107	107	57	98	32	56	45	13	20	13	2	1	1
Peterborough.....	183	183	183	183	183	127	58	50	50		26	5	12	16	
Pictou.....	89	89	89	89	89	66	66	66	66	1		1	1	1	1
Port Dover.....	38	38	38	38		38	26	22	66		6	5			
Port Hope.....	55	55	55	55	55	55	40	55	4	1	6	5	1	1	4
Port Perry.....	70	70	70	70	70	70	70				3				
Port Rowan.....	41	41	41	41	41	41	36	16		2	1	4			
Prescott.....	70	70	70	70	25	28	28	28	21						
Renfrew.....	37	37	37	37	25	21	21	21	6		2				
Richmond.....	24	24	24	24		22	22	22			2				
Richmond Hill.....	39	39	39		24	30	30	30	30	2	9	2	2		6
Sarnia.....	19	15	15	15	12	18	14		18	1	1	2	4	1	1
Scotland.....	63	63	63	63	47	56	56	56	1		1	5			
Simcoe.....	63	63	63	63	63	63	35	63	45	8	15	10	4	5	12
Smith's Falls.....	53	53	53	53	53	25	13	3	9	2	7	2			
Smithville.....	51	51	51	51	37	51	51	12	12		4				
Stirling.....	50	50	50	40	50	35	35	20	15		4				
Stratford.....	62	62	62	62	51	62	45	29	16	4	13				4
Strathroy.....	65	65	65	65	65	43	32	42	1	2	8	2			1
Streetsville.....	51	51	51	51		51	45	5	1		5	3			4
St. Catharines.....	111	111	111	111	111	108	80	108	80	6	5	4			
St. Marys.....	111	111	111	84	42	71	42	71	71	12	18	12	8	8	8
St. Thomas.....	39	39	39	39	11	20	16	20	4		4				
Thorold.....	35	35	35	35	35	25	22	8			4	1			
Toronto.....	119	119	119	119	119	118	88	119	59	30		20			10
Trenton.....	52	52	52	52	52	47	38	19	9		9				
Uxbridge.....	68	68	68	68	68	60	38	60	60	3	12	3			3
Vankleekhill.....	54	54	54	13	54	54	41	54	54	4	6	3	2	2	
Vienna.....	49	49	49	49		42	17	25			11				
Wardsville.....	72	66	60	60	72	68	60	60	8		4	2			
Waterdown.....	57	57	57	57	57	34		26		10			8		
Welland.....	58	58	58	58	58	25	25	25	7	6	8	5			5
Weston.....	47	47	47	30	47	47	30	47	47	12	14	11	2	5	9
Whitby.....	136	136	23	136	136	129	129	129	120	21	2	21	3		13
Williamstown.....	49	49	49	49	49	49	10	22	10	5	8	5			
Windsor.....	66	66	66	66	66	45	45		8						
Woodstock.....	48	48	48		48	53	49	38	9	9	9	4	2	2	3
Grand Total, 1869.....	6491	6463	6067	5924	5015	5577	4146	3884	1996	558	642	580	186	95	257
1868.....	5563	5437	4891	4912	4125	4881	3815	3604	2302	469	705	601	176	115	265
Increase.....	928	1026	1176	1012	890	696	331	280		89			10		
Decrease.....									306		63	21		20	8

* The average attendance in Latin, for 1868, included only the boys, but the report for 1869 includes

Schools of Ontario.—Continued.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

IN GREEK.										IN FRENCH.						
Reading Horace.	In Verse Composition.	Average attendance in Latin.	Total in Greek.	In Harkness.	In Greek Grammar.	In Written Exercises.	Reading Lucian.	Reading the Anabasis.	Reading the Iliad.	Reading the Odyssey.	Total in French.	In French Grammar.	In Written Exercises and Composition.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Reading Cornelle's Horace.
1		11	3		3	1	1	2	1		22	22	22			
5	2	12	4	4	2	1	1	5	4	2	44	28	16		11	3
6		30	12	12	12	10	2	5	3		21	21	21		4	1
8		15.5	7	3	4	3	4	3	1		10	10	10	6		
4		8	2	2	2	2		1			20	20	20		10	3
6	6	57.5	6	3	6	6	3	3	3		48	48	48	48		16
		61	18	18	18	18		11	2	1	38	38	18		10	
		33.5	6	6		6					18	15	18		3	2
2		12.5	2	2							23	23	23		6	
		34	5	3	5	5	2				14	14	14		7	
1		15	6	6	6	6					47	47	47	12	9	7
10	12	54.5	17	8	17	16	1	8	1	1	118	40	68		4	6
1		73	38	10		15	3	6	4	1	32	32	32		8	8
2		28.5	4	3	4	4	1	1	1		40	40	40	15	10	5
1	1	19									10					
		35	8	6	8	6	2	2	1	1	20	20	12	20		1
		24.5	1	1							43	43	43		2	
		18	5	5							9	9	9		1	
		21.5									12	12	12			
		14.5									20	20	20	2	2	8
3	2	12	2	2	2			2	2		3	3	3		1	1
1	1	16	9	7	9	9		4	1	1	12	5	7		4	3
		8	4		4		1	1	1		40	40	40	40	5	12
12	4	21.5	1		11	11	5	5	4	2	24	19	5		3	2
		34	11	7				2			11	11	3	3	2	
		16.5	2								26	21	26		5	
		22.5	4	4	4	4					18	4	4			
4		15.5									9	9	9		2	
		31.5	9	7	7		2	2			30	30	30	6	6	
3		21	1	1	1		1				70	70	70	20	6	6
5		21.5	3		3	3		4	1		26	26	26	5	7	2
8	12	54	6	6	6	6	4	4	1		9	9	9		5	
		33.5	18	10	18	18	8	12	8		35	35		20	7	1
		11	4	4	4	4					20	20				
		25.5	2	1	1			1			24	24	24	24	2	1
3		62	30	23	30		7		3		11	11	11	11	3	2
		19.5	5	5							17	13	13		4	
		35	9	6	9	9	2	3			8	8	8		3	
	1	21.5	12	11	12	12	1	1		1	24	18	24		6	
2		17.5									26	26	26		9	
		34									9	9	7		3	2
		17	4	4	2	2					19	16	2		3	3
		18.5	5	5	3	5		2			20	20				
5	2	22	11	9	11	9	2	4	3	2	26	26	26		9	
9	2	89.5	29		29	5	12	2	8	3	121	80	80	10	23	9
5		24.5	8	8	8			8			20	10	10			
		24									19					
3		31	4	1		4	3	4	3	2	207	190	64			
206	129	2907	858	498	553	412	208	253	152	63	2416	2125	1908	506	546	241
216	101	2116.5	871	580	723	499	219	240	190		2007	1900	1626	410	613	200
	28	780.5									409	225	282	96		41
10			13	82	170	87	11		38	1					67	

the girls also.

TABLE H.—The Grammar

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

GRAMMAR SCHOOLS.	IN MATHEMATICS.							IN GEOGRAPHY AND HISTORY.					IN		
	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In the higher rules of Arithmetic.	In the higher rules of Algebra.	In Euclid, Books III.-IV.	In Trigonometry or Logarithms.	In Mensuration and Surveying.	In Ancient Geography.	In Modern Geography.	Total in History.	In Ancient History.	In Physical Science.	In Christian Morals.	In Civil Government.
Oakville.....	50	16	7	50	4	.....	3	.....	2	46	47	2	.....	.....	.....
Oakwood.....	22	13	11	22	9	4	.....	.....	23	9	23	3	.....	.....	.....
Omamee.....	63	24	38	63	11	16	6	.....	27	46	63	17	36	.....	.....
Orangeville.....	44	13	11	41	9	10	.....	5	6	45	30	1	.....	.....	.....
Osborne.....	34	12	10	27	5	3	.....	.....	10	18	26	.....	.....	10	.....
Oshawa.....	104	23	11	104	8	2	.....	.....	10	104	37	10	.....	.....	.....
Ottawa.....	98	39	35	42	14	13	24	.....	14	98	98	.....	42	98	.....
Owen Sound.....	56	25	17	56	17	10	.....	.....	.....	56	56	11	.....	56	.....
Pakenham.....	36	19	5	31	8	2	6	.....	.....	35	5	.....	.....	.....	.....
Paris.....	63	63	15	63	8	3	.....	4	25	63	63	25	25	.....	.....
Pembroke.....	39	14	9	38	8	4	2	.....	7	39	19	7	.....	.....	.....
Perth.....	107	41	37	107	21	17	52	.....	28	107	58	28	57	.....	.....
Peterborough.....	183	60	40	183	40	22	6	.....	98	52	162	12	14	.....	.....
Pictou.....	89	89	39	87	34	11	.....	.....	.....	89	89	.....	34	.....	.....
Port Dover.....	38	7	7	18	7	7	.....	.....	5	38	38	.....	.....	.....	.....
Port Hope.....	55	55	15	55	41	10	10	.....	31	31	55	55	31	.....	.....
Port Perry.....	70	23	4	20	4	1	.....	2	68	65	.....	.....	11	.....	.....
Port Rowan.....	41	16	6	41	16	2	1	1	41	41	.....	.....	19	41	.....
Prescott.....	70	10	3	70	4	.....	.....	.....	70	70	.....	28	.....	.....	.....
Renfrew.....	37	4	4	37	2	2	1	.....	.....	37	11	.....	.....	37	.....
Richmond.....	24	8	7	16	3	1	.....	.....	2	24	24	2	.....	.....	.....
Richmond Hill.....	39	22	16	39	22	8	5	.....	3	39	39	3	7	.....	.....
Sarnia.....	19	19	16	19	17	5	.....	.....	4	15	16	1	8	.....	.....
Scotland.....	63	14	7	52	9	4	5	5	1	63	17	5	13	63	.....
Simcoe.....	63	40	45	40	30	13	4	13	30	63	63	30	30	.....	.....
Smith's Falls.....	53	12	20	47	5	3	10	4	6	47	34	6	.....	.....	.....
Smithville.....	51	25	20	41	13	2	2	2	20	51	51	12	8	.....	.....
Stirling.....	55	11	5	54	6	.....	.....	.....	.....	30	13	.....	15	.....	.....
Stratford.....	62	47	21	62	47	9	7	.....	17	62	6	17	62	.....	.....
Strathroy.....	64	25	12	63	17	8	10	7	2	60	60	3	7	.....	.....
Streetsville.....	51	7	6	51	2	1	.....	.....	4	51	15	.....	.....	.....	.....
St. Catharines.....	111	40	30	111	25	15	.....	7	16	111	111	16	15	.....	.....
St. Marys.....	111	60	40	71	40	16	25	8	15	111	111	10	.....	.....	.....
St. Thomas.....	36	14	12	36	14	11	8	6	6	31	25	6	14	.....	.....
Thorold.....	55	28	13	50	13	2	.....	.....	.....			

Schools of Ontario.—Continued.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

OTHER SUBJECTS.						Schools in which there are daily prayers.	Schools in which the Bible is read.	Schools under United Boards.	Number of maps in school.	Number of globes in school.	Number of pupils who were matriculated at any University, 1869.	Number of Masters engaged.	Head Masters and their Colleges.
In Writing.	In Book-keeping and Commercial Transactions.	In Drawing.	In Vocal Music.	In Gymnastics.	In Military Drill.								
42	12					1		1	30	2			1 John Pepper, B.A., Toronto.
8						1		1	7	1			1 Abraham Devitt, M.A., Victoria.
63	17							1	21	2	1		2 John Shaw, Certificate.
34	18	9						1	20	1			1 C. A. G. Brent, B.A., Victoria.
26	6				20			1	16	1			1 James Lumsden, M.A., Aberdeen.
104	12	104	104			1	1	1	64	2			2 John Seath, B.A., Queen's, Ireland.
98				12	12	1	1		27	2			4 John Thorburn, M.A.
56	18					1		1	21				2 Hugh Innis Strang, B.A., Toronto.
36	4					1	1	1	12	2	1		1 James Smith, M.A., Aberdeen.
63	25					1	1	1	13				1 J. W. Acres, B.A., Trinity.
39	5	30				1	1	1	2	2			1 James W. Connor, B.A., Toronto.
107	13					1	1	1	24	1	2		2 Rev. Thos. Hart, M.A., Queen's.
183	75	60		100	100	1	1	1	20	2	6		2 James B. Dixon, M.A., Wesleyan.
89	54	37			50	1	1	1	15	2	1		2 David Lennox, B.A., Queen's.
38						1	1	1	12	2			1 W. E. Crawford, B.A.
55	30			31	31	1		1	22	2	3		2 Adam Purslow, Certificate.
70	12	8			24	1	1	1	12	1			1 J. R. Youmans, M.A., Victoria.
41	5					1	1	1	17	1			1 Wm. Wilkinson, B.A., Victoria.
70	6					1		1	20	1			1 Rev. George Blair, M.A., Glasgow.
37	18							1	12	2			1 Joseph Morrison, M.A., Acadia.
20						1		1	8				1 Rev. D. F. Bogert, B.A., Trinity.
39	7					1		1	12	1			1 Alfred M. Lafferty, M.A., Toronto.
15	8					1		1	10		1		1 Francis L. Checkley, B.A., Trinity.
63	17					1	1	1	24				3 William Randle Nason, B.A., Toronto.
63	41		23	30	30	1	1	1	26	4	2		2 James J. Wadsworth, M.A., Toronto.
53	6	20	53			1		1	12	1			1 James Christie, M.A., Aberdeen.
51	6								12	2			1 William Cruickshank, Aberdeen.
49	8					1	1	1	10				1 Henry Barry Houghton, B.A., Dublin.
62	28					1		1	19	1			2 C. J. Macgregor, M.A., Toronto.
60	14					1	1	1	24	2			1 Richard W. Young, Certificate.
51	15					1	1	1	12	2			1 John A. Bell, M.A., Albert.
111	25					1	1		15	1	1		4 Rev. John King, M.A., Dublin.
75	25	100				1	1	1	24	1			3 Wm. Tytler, B.A., Toronto.
39	14					1	1	1	50		1		3 Rev. John McClure, Certificate.
50	29	15	19			1	1	1	11				2 James Henry Ball, M.A.
119	17	7				1	1				1		5 Rev. A. Wickson, LL.D., Toronto.
82	9							1	10	1	1		1 A. H. Wright, B.A., Toronto.
68	30	20	12			1	1	1	20	2			1 John Thomson, B.A., Queen's.
44	8	26			21	1		1	4	1			2 Rev. W. Lumsden, M.A., Victoria.
49	12					1		1	25	2			1 Alfred Baker, B.A., Toronto.
60	32					1		1	18	2			1 William Sinclair, B.A., Toronto.
35	10	23	57			1		1	7				1 John N. Muir, B.A.
58	10			58	58		1	1	14				1 E. M. Bigg, B.A., Toronto.
47	36			24	24	1	1		13	2	3		1 James Hodgson, Certificate.
70	23		19	54	54	1	1	1	20		5		3 Thomas Kirkland, Certificate.
30	12					1		1	13		1		1 Alex. Jamieson, B.A., Queen's.
30	10					1		1	12	1			1 James Johnston, B.A., Toronto.
46	33	21				1	1		12	1	2		2 George Strauchon, Certificate.
5669	1539	885	623	616	838	88	57	65	1600	133	87	165	
4694	1542	647	241	512	731	87	63	67	1654	144	84	161	
965		238	382	104	107	1					3	4	
.....	3						6	2	54	11			

TABLE I.—METEOROLOGICAL OBSERVATIONS, 1869.

No. 1.—Monthly Abstracts of Barometric Pressure, Temperature of the Air, and Tension of Vapor, shewing the monthly results of three daily observations at 7 a.m., 1 p.m., and 9 p.m., together with the maximum and minimum temperatures, indicated by the self-registering thermometers, at ten Grammar School Stations, throughout the year.

No. 2.—Table of the Relative Humidity, Direction and Velocity of Wind, amount of Cloudiness, Rain, Snow and Auroras, at the same Stations.

A Table of Annual Results is given on pages 12, 13, 14 and 15, Part I. of this Report.

N.B.—The instruments with which the observations are taken, were supplied by Messrs. Negretti & Zambra, and Casella, London, and the index errors have been ascertained by comparisons at the Kew Observatory in England, and at the Toronto Observatory. They are obtained by the stations, together with Registers and forms for Abstracts from the Educational Depository, Toronto.

VATIONS,

; Pembroke

TENSION (

LY MEANS.

	9 P.M.	MEAS.
2	26.11	27.3
5	26.14	25.4
7	21.9	22.1
1	29.02	29.4
	29.5	30.1
7	19.57	18.4

und 2	2
und 1	9
und 1	9
und 1	9
und 1	6
und 1	9
und 1	4
und 6	5
und 1	0
und 1	9
und 1	5
und 2	4
und 6	12
und 1	24
und 1	21
und 1	9
und 6	9
und 1	9

MONTH.	STATION.	North Latitude. ^a	West Longitude. ^a	TURE (
				RANGE.	
				Least.	Data Class I.
JULY	Barrie.....	44°25'	79°45'	6.4	2...
	Belleville	44°10'	77°25'	9.3	2...
	Cornwall	45°0'	74°50'	11.6	2...
	Goderich	43°45'	81°42'	9.2	2...
	Hamilton	43°12'	79°50'	13.1	1...
	Pembroke	45°50'	77°10'	15.3	2...
	Peterborough	44°20'	78°25'	14.7	2...
	Simcoe	42°51'	80°14'	8.9	2...
	Stratford	43°25'	80°58'	8.0	2...
	Windsor.....	42°20'	83°00'	7.2	1...
AUGUST	Barrie.....	44°25'	79°45'	12.6	1...
	Belleville	44°10'	77°25'	8.1	1...
	Cornwall	45°0'	74°50'	7.9	1...
	Goderich	43°45'	81°42'	8.2	3...
	Hamilton	43°12'	79°50'	14.1	1...
	Pembroke	45°50'	77°10'	5.0	2...
	Peterborough	44°20'	78°25'	16.4	2...
	Simcoe	42°51'	80°14'	6.5	2...
	Stratford	43°25'	80°58'	9.2	2...
	Windsor.....	42°20'	83°00'	9.3	3...
SEPTEMBER	Barrie.....	44°25'	79°45'	7.0	1...
	Belleville	44°10'	77°25'	6.5	1...
	Cornwall	45°0'	74°50'	7.4	2...
	Goderich	43°45'	81°42'	8.3	1...
	Hamilton	43°12'	79°50'	8.6	1...
	Pembroke	45°50'	77°10'	10.4	2...
	Peterborough	44°20'	78°25'	14.3	2...
	Simcoe	42°51'	80°14'	4.3	2...
	Stratford	43°25'	80°58'	5.5	1...
	Windsor.....	42°20'	83°00'	6.8	1...
OCTOBER	Barrie.....	44°25'	79°45'	8.6	1...
	Belleville	44°10'	77°25'	5.2	2...
	Cornwall	45°0'	74°50'	5.3	2...
	Goderich	43°45'	81°42'	4.0	3...
	Hamilton	43°12'	79°50'	9.2	2...
	Pembroke	45°50'	77°10'		
	Peterborough	44°20'	78°25'		
	Simcoe	42°51'	80°14'		
	Stratford	43°25'	80°58'		
	Windsor.....	42°20'	83°00'		

OF AIR.										TENSION OF VAPOUR.			
1	HIGHEST.		LOWEST.		MONTHLY RANGE.	WARMEST DAY.		COLDEST DAY.		MONTHLY MEANS.			
	Reading.	Date.	Reading.	Date.		Date.	Mean Temp.	Date.	Mean Temp.	7 A.M.	1 P.M.	9 P.M.	MEAN.
MAY	84.6	3	46.5	1	38.1	15	75.33	29	59.50	.482	.519	.504	.502
	82.7	15	47.6	1	35.1	16	75.03	1	57.33	.506	.564	.520	.530
	87.1	{19}	47.0	{5}	40.1	{26}	74.7	5	60.03	.537	.661	.571	.590
	82.3	26	45.5	5	36.8	10	75.90	21	53.63	.495	.576	.552	.541
	88.3	15	45.5	{13}	42.8	3	78.0	29	59.1	.539	.613	.538	.563
	87.1	17	41.5	{1}	45.6	26	72.77	5	57.57	.465	.512	.500	.492
	86.9	26	41.3	{5}	45.6	26	74.46	29	60.8	.487	.503	.487	.493
	84.2	10	48.7	6	35.5	15	78.0	21	59.0	.515	.557	.562	.545
	81.5	15	44.9	5	36.6	3	73.73	21	54.0	.497	.537	.537	.524
	88.0	10	49.9	5	38.1	10	80.33	5	62.20	.534	.572	.569	.559
JUNE	84.6	9	41.5	31	43.1	19	73.17	31	51.37	.476	.483	.462	.474
	85.6	25	43.5	31	42.1	20	78.33	31	53.10	.474	.504	.486	.488
	89.1	20	41.7	31	47.4	20	77.03	31	51.86	.444	.630	.445	.503
	85.5	19	44.0	31	41.5	19	77.77	31	50.80	.503	.541	.501	.515
	94.3	20	41.3	6	53.0	20	80.7	31	55.6	.527	.604	.506	.545
	81.5	10	41.0	{8}	40.5	20	73.0	31	51.03	.430	.442	.428	.433
	87.8	20	37.4	31	50.4	20	76.76	31	51.3	.453	.471	.427	.451
	87.1	20	43.5	7	43.6	20	79.9	31	53.40	.496	.570	.535	.534
	85.0	20	41.5	8	43.5	20	76.43	31	50.32	.485	.543	.500	.509
	92.2	20	47.8	7	44.4	20	81.17	31	56.13	.561	.619	.566	.582
JULY	89.1	19	33.0	27	51.7	20	77.43	27	41.83	.446	.461	.442	.449
	83.1	20	34.4	28	48.7	20	72.30	27	41.80	.448	.502	.468	.472
	90.1	7	29.7	27	60.4	20	73.7	27	41.03	.430	.519	.471	.473
	81.4	20	37.2	27	41.2	24	73.07	27	43.70	.417	.484	.448	.449
	89.8	20	32.0	27	57.8	20	76.2	27	43.9	.423	.521	.438	.461
	83.4	19	27.5	28	55.9	20	71.97	27	40.37	.408	.447	.436	.430
	84.2	20	26.7	28	57.5	20	72.1	27	40.43	.396	.447	.424	.422
	83.3	20	37.3	27	46.0	20	74.73	27	44.43	.406	.506	.466	.473
	79.4	20	33.2	28	46.2	20	69.67	27	40.63	.395	.471	.432	.433
	87.2	20	33.0	28	54.2	24	75.97	27	43.40	.436	.464	.444	.448
AUGUST	76.5	8	18.0	27	58.5	8	64.17	30	28.33	.240	.259	.228	.242
	71.2	2	18.7	27	52.5	2	64.80	27	27.56	.222	.281	.245	.249
	75.0	2	19.4	28	55.6	1 & 2	62.3	30	31.03	.227	.288	.255	.257
	70.5	8	22.2	27	48.3	1 & 9	60.3	27	30.23	.234	.252	.231	.239
	78.8	1	13.1	27	65.7	9	62.2	27	29.3	.213	.269	.226	.236
	70.8	1	15.7	31	55.1	2	61.23	27	26.97	.212	.230	.225	.222
		2	10.8	27	61.7	2	58.9	27	24.53	.190	.249	.208	.216
		8	15.0	27	56.0	2	63.0	25	29.56	.237	.267	.251	.252
		1	12.5	27	54.8	9	56.93	27	25.80	.214	.244	.217	.225
		8	20.6	25	53.2	8	62.53	25	26.80	.230	.243	.225	.233

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TRANS.

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NS, 186

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MEANS.

7 P.M.	MEAN.
70	70
07	73
11	642
13	63
13	62
13	76

7.1
8.2
2.1
26.0
9.1
1.1
2.2
26.0
2.1
8.0

2.2
0.1
26.0
2.2
2.0
2.2
22.1
2.1
2.1

MONTH.	STATIONS.	HUMIDITY OF AIR.							Melted Snow.	Class I.
		MONTHLY MEANS.								
		7 A.M.	1 P.M.	9 P.M.	MEAN.	North.	North East			
JULY	Barrie.....	80	63	74	72		2	6452		
	Belleville	85	73	84	81	3		525		
	Cornwall	90	82	89	87		1			
	Goderich	88	81	87	85	11		9145		
	Hamilton	86	70	83	79			7003		
	Pembroke	85	66	80	77	3	1	4208		
	Peterborough	82	58	81	74		2	420		
	Simcoe	84	67	87	79		2	4803		
	Stratford	91	75	90	85	4	2	7414		
	Windsor.....	81	64	85	77	2	1	3125		
AUGUST	Barrie.....	81	63	78	74	3	4	2997		
	Belleville	83	65	81	76	12	3	555		
	Cornwall	84	83	83	83					
	Goderich	88	77	87	84	13	7	9566		
	Hamilton	87	71	85	81		4	029		
	Pembroke	83	66	74	74	9	4	8725		
	Peterborough	82	58	77	72	5	3	739		
	Simcoe	84	66	86	79	8		5583		
	Stratford	92	73	88	84	9	8	6474		
	Windsor.....	87	67	87	80	10	14	1850		
SEPTEMBER	Barrie.....	81	59	81	74	6	1	6268		
	Belleville	88	71	86	82			276		
	Cornwall	91	76	88	85	2	2			
	Goderich	88	73	84	82	7	2	2605		
	Hamilton	83	66	81	77		2	2441		
	Pembroke	89	68	81	78	3	1	9760		
	Peterborough	88	59	86	78	4	3	115		
	Simcoe	89	70	90	83	8	1	0934		
	Stratford	93	73	89	85	10	2	3220		
	Windsor.....	75	53	74	67	10	5	3769		
OCTOBER	Barrie.....	85	72	86	81	10	1	2795		
	Belleville	89	77	86	84	15		559		
	Cornwall	86	81	88	84	1				
	Goderich	82	74	78	78	14		9084		
	Hamilton	84	67	83	78			056		
	Pembroke	87	67	82	79			967		
	Peterborough	90	70	84	81	6				
	Simcoe	91	72	91	85					
	Stratford	91	76	87	85	7				
	Windsor.....	87	67	82	79	5				

6

THE S

From the
Forty-five
Forty-second

THE S

From the
Forty-five
Forty-second

6

AURORAS.

Class II.	Class III.	Class IV.	Sky unfavorable, obs. doubtful.	Sky unfavorable, obs. impossible.	Sky favorable, none seen.	When Observed.
.....	.....	.....	.....	17	10	
.....	.....	.....	.....	16	11	
.....	.....	.....	.....	14	13	
.....	.....	.....	.....	15	12	
.....	.....	.....	1	22	4	
.....	.....	.....	3	12	13	
.....	.....	.....	.....	13	14	
.....	.....	.....	.....	16	15	
.....	.....	.....	.....	23	4	
.....	.....	.....	.....	8	16	6th, 24th.
2	2	.....	.....	10	14	6th, 24th.
.....	.....	1	.....	.....	.....	24th.
.....	2	1	1	9	13	6th, 24th, III. 5th IV.
.....	.....	1	.....	7	17	24th, I. 6th. IV.
1	2	1	.....	13	10	6th, II. 5th, 24th, III. 8th, IV.
.....	1	2	3	3	15	24th, III. 5th, 6th, IV.
.....	1	.....	.....	13	12	24th.
1	1	.....	.....	12	17	24th, II. 6th, III.
.....	.....	2	.....	12	12	6th, 24th.
.....	
1	2	6	1	6	10	
1	2	.....	.....	8	15	
.....	.....	7	1	6	12	
1	5	.....	.....	7	15	
1	2	8	1	11	4	
.....	2	5	1	8	10	
.....	2	2	9	.....	16	
1	4	2	.....	7	16	
.....	.....	6	.....	9	11	
.....	
.....	1	1	.....	16	9	31st, III. 6th, IV.
.....	1	.....	.....	14	10	25th, II. 6th, III.
1	.....	.....	.....	.....	.....
.....	1	.....	.....	20	5	6th.
.....	.....	1	.....	14	11	6th.
.....	3	3	.....	14	7	1st, 5th, 31st.
.....	1	5	.....	12	8	6th.
.....	.....	.....	.....	9	15	6th.
.....	.....	.....	.....	13	14	31st, III. 4th, 5th, 6th, IV.
.....	.....	.....	.....	16	10	31st.
13 1	27	55 1	2	61 23	27	26 97
15 7	31	55 1	2	61 23	27	26 97
10 8	27	61 7	2	58 9	27	24 53
15 0	27	56 0	2	63 0	25	29 56
12 5	27	54 8	9	56 93	27	25 80
20 6	25	53 2	8	62 53	25	26 80
						212
						230
						225
						222
						190
						249
						208
						237
						267
						251
						252
						214
						244
						217
						225
						225
						233

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1869.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	APPLICANTS FOR ADMIS- SION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 40th Session, inclusive.....	6024	3157	2867	627	323	304	5387	2834	2553	2712	1908	804
Forty-first Session, 1869.....	181	84	97	15	8	7	166	76	90	66	45	21
Forty-second Session, 1869.....	183	83	100	9	1	8	174	82	92	69	48	21
Grand Total.....	6388	3324	3064	651	332	319	*5737	2992	2745	2847	2001	846

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	WHO ATTENDED FORMERLY.			WHO LEFT.						WHO RECEIVED PROVINCIAL CERTIFICATES.		
				REGULARLY.			IRREGULARLY.					
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 40th Session, inclusive.....	1827	771	1056	1034	621	413	298	220	78	2712	1361	1351
Forty-first Session, 1869.....	50	7	43	40	22	18	3	1	2	108	47	61
Forty-second Session, 1869.....	89	43	46	27	15	12	6	4	2	116	53	63
Grand Total.....	1966	821	1145	1101	658	443	307	225	82	*2936	1461	1475

* Of 49 were admitted by fees, 420 received "Certificates of Standing in Class," from the Masters, before Provincial Certificates were issued, and 2,194 received weekly aid, amounting to \$44,369.50. But of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial Certificates, of which a considerable number have lapsed by death, and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent certificates.

TABLE K.—THE NORMAL SCHOOLS FOR ONTARIO, 1869.—Continued.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Glengarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Addington.		Lennox.		Prince Edward.		Hastings.		Northumber- land.																	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.																	
From the 1st to the 40th Ses- sion, inclusive	37	18	19	39	25	14	23	19	4	22	13	9	17	11	6	73	62	11	43	33	10	64	39	25	97	86	11	17	15	2	49	21	28	32	26	6	25	16	9	114	96	18	76	64	12	86	60	26
Forty-first Session, 1869.....	2	1	1	1	2	2	1	1	1	1	1	1	1	1	2	2	2	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Forty-second Session, 1869.....	1	1	1	1	4	1	3	3	3	3	3	3	2	1	3	3	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Grand Total	40	19	21	40	28	14	29	22	7	25	13	12	17	11	6	76	65	11	45	34	11	69	42	27	105	94	11	17	15	2	51	21	30	34	27	7	25	16	9	118	100	18	82	68	14	91	62	29

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—Continued.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Durham.			Peterboro'.			Victoria.			Ontario.			York.			Peel.			Simcoe.			Halton.			Wentworth.			Brant.			Lincoln.			Welland.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.			
From the 1st to the 40th Session, inclusive	210	145	65	42	31	11	39	31	8	224	150	84	1698	570	1128	171	127	44	104	74	30	138	62	76	315	76	239	134	64	70	117	60	57	138	69	69
Forty-first Session, 1869.....	13	5	8	2	2	2	2	2	2	8	6	3	22	1	21	9	6	3	6	4	1	2	2	2	18	3	15	3	3	3	3	3	3	4	1	3
Forty-second Session, 1869.....	14	8	6	1	1	1	1	1	1	7	3	4	35	8	27	4	3	1	6	5	1	2	2	2	14	3	11	2	2	2	2	3	2	1	3	2
Grand Total.....	237	158	79	44	31	13	41	33	8	249	168	91	1755	579	1176	184	136	48	115	83	32	142	62	80	347	82	265	139	64	75	120	62	58	145	71	74

TABLE K.—THE NORMAL SCHOOL FOR ONTARIO, 1869.—*Concluded.*ABSTRACT NO. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

Haldimand.		Norfolk.		Oxford.		Waterloo.		Wellington.		Grey.		Perth.		Huron.		Bruce.		Middlesex.		Elgin.		Kent.		Lambton.		Essex.		Grand Total.	
Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Female.
73 42	31 87	50 37	176	100 76	59 46	13	115 73	42 41	25 16	91 66	25 70	59 11	38 31	7	269	138	131	93	69	24 59	32 27	53 30	23 19	10 9	5134				
3 ..	3 1	.. 1	10	6 4	3 2	1	4 2	2 1	1 4	2 6	6 ..	1 1	.. 1	.. 1	9 4	5 ..	7 3	2 1	1 3	2 1	2 1	1 1	1 ..	166					
5 1	4 ..	.. ..	11	6 5	6 6	..	1 1	.. 2	1 1	1 1	.. 3	3 ..	.. 1	.. 1	12 5	7 ..	7 5	2 2	.. 2	4 3	1 1	.. 1	.. 1	174					
81 43	38 88	50 38	197	112 85	68 54	14	120 76	44 45	27 18	96 69	27 79	68 11	40 33	7	290	147	143	107	79	28 62	33 29	60 35	25 22	12 10	5474*				

From the 1st to the 40th Ses-
sion inclusive.....
Forty-first Session, 1869.....
Forty-second Session, 1869.....
Grand Total.....

* See Note to Abstract No. 1, page 69.

ABSTRACT NO. 3.—RELIGIOUS PERSUASION OF THE STUDENTS ATTENDING THE NORMAL SCHOOL.

THE SESSIONS OF THE NORMAL SCHOOL FOR ONTARIO.	Total Num-ber of Stu-dents ad-mitted.		Church of England.		Roman Catholic.		Presby-terians.		Methodists.		Baptists.		Congrega-tionalists.		Lutherans.		Quakers.		Universal-ists.		Unitarians.		Disciples.		Other per-suasions.														
	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.	Total.	Female.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.													
From the 1st to the 40th Session inclusive.....	5397	2833	2564	930	431	499	239	105	134	1500	814	686	1885	1008	877	421	242	179	290	81	139	5	5	40	31	9	4	4	9	4	5	29	13	16	115	95	20		
Forty-first Session, 1869 ..	166	76	90	28	11	17	1	...	54	22	32	67	32	33	8	2	6	5	4	1
Forty-second Session, 1869..	174	82	92	31	11	20	6	...	6	50	25	25	66	37	29	8	3	5	7	1	6	1	
Grand Total.....	*5737	2991	2746	989	453	536	246	106	140	1604	861	743	2016	1077	939	437	247	190	292	86	146	6	5	1	41	32	9	4	4	9	4	5	30	13	17	123	103	20	

* See Note to Abstract No. 1, page 69. See also Appendices B and C.

TABLE L.—The other Educational Institutions of Ontario.

TOTALS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	Number of Colleges.	Number of Students.	Annual Income or Legisla- tive Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative Aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Total Counties.....					83	1606	9	85	6060 00	83	1606	6060 00
“ Cities	11	1320	115000 00	42000 00	67	2235	11	104	52500 00	78	3555	209500 00
“ Towns	5	610	44000 00	11000 00	93	1954	11	125	20143 00	98	2564	75143 00
“ Villages					36	597	10	38	2612 00	36	597	2612 00
Grand Total, 1869	16	1930	159000 00	53000 00	279	6392	10	352	81315 00	295	8322	293315 00
“ 1868	16	1930	159000 00	53000 00	282	6655	10	387	82150 50	298	8585	294150 50
Increase												
Decrease					3	263	.....	35	845 50	3	263	845 50

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR 1869.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			VOLUMES
	Amount of Local Appropriation for 1869.	Amount of Legis- lative Appor- tionment for 1869.	Value of Books sent in 1869.	
<i>Dundas</i> : Winchester, No. 16.....	\$ cts. 10 00	\$ cts. 10 00	\$ cts. 20 00	46
<i>Leeds</i> : Crosby South, Township M. C.....	150 00	150 00	300 00	405
<i>Frontenac</i> : Kingston, No. 14.....	20 00	20 00	40 00	61
<i>Addington</i> : Amherst Island, Township M. C.....	100 00	100 00	200 00	263
<i>Prince Edward</i> : County M. C.....	24 00	24 00	48 00	61
Ameliasburgh, No. 7.....	25 00	25 00	50 00	71
Do " 8.....	7 00	7 00	14 00	25
<i>Hastings</i> : Madoc, " 3.....	19 85	19 85	39 70	71
<i>Northumberland</i> : Percy, " 6.....	8 00	8 00	16 00	37
<i>Durham</i> : Clarke, " 5.....	20 00	20 00	40 00	52
<i>Peterborough</i> : Dysart, " 1.....	5 00	5 00	10 00	20
Harvey, " 2.....	10 00	10 00	20 00	60
<i>Victoria</i> : Somerville, " 5.....	15 00	15 00	30 00	82
<i>Ontario</i> : Brock, " 5.....	10 00	10 00	20 00	40
Port Perry, U. S.	40 00	40 00	80 00	128
Uxbridge, " 1.....	20 00	20 00	40 00	63
Do No. 11.....	13 00	13 00	26 00	32
<i>York</i> : Gwillimbury North, No. 1.....	10 00	10 00	20 00	57
Vaughan, " 9.....	6 77	6 77	13 54	21
Do " 13.....	25 00	25 00	50 00	72
York, " 1.....	20 00	20 00	40 00	71
<i>Simcoe</i> : Orillia, " 4.....	12 00	12 00	24 00	35
Oro, " 7.....	50 00	50 00	100 00	146
<i>Halton</i> : Esquesing, " 1.....	109 00	109 00	218 00	287
Do " 5.....	10 00	10 00	20 00	22
Do " 12.....	56 00	56 00	112 00	119
<i>Wentworth</i> : Flamboro' West, " 7.....	44 00	44 00	88 00	157
<i>Lincoln</i> : Caistor, " 5.....	12 00	12 00	24 00	41
Grimsby, " 4.....	30 00	30 00	60 00	135
<i>Norfolk</i> : Charlotteville, " 15.....	24 00	24 00	48 00	52
Houghton, " 11.....	6 25	6 25	12 50	32
<i>Oxford</i> : Dereham, Township M. C.....	50 00	50 00	100 00	151
Norwich North, No. 3, U. S. S.....	20 00	20 00	40 00	60
<i>Waterloo</i> : Woolwich, " 6.....	15 00	15 00	30 00	45
<i>Wellington</i> : Arthur, " 7.....	8 00	8 00	16 00	43
<i>Grey</i> : Collingwood, " 13.....	12 00	12 00	24 00	41
Euphrasia, " 7.....	6 00	6 00	12 00	6

TABLE M.—STATEMENT No. 1.—*Continued.*—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR 1869.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.			MONEYS.			VOLUMES
			Amount of Local Appropriation for 1869.	Amount of Legislative Appropriation for 1869.	Value of Books sent in 1869.	
<i>Grey</i> —Continued :			\$ cts.	\$ cts.	\$ cts.	
	Melancthon,	No. 3.....	15 00	15 00	30 00	56
	Osprey,	" 4.....	10 00	10 00	20 00	60
	Sydenham,	" 5.....	24 00	24 00	48 00	66
	Do.	" 7 R. C. S. S.	10 06½	10 06½	20 13	34
<i>Perth</i> :	Elma and Wallace	" 1 U. S. S.	9 00	9 00	18 00	44
	Elma	" 7.....	25 00	25 00	50 00	69
	Logan and Grey,	" 7 U. S. S.	10 00	10 00	20 00	42
<i>Huron</i> :	Colborne,	" 6.....	10 00	10 00	20 00	19
	Stanley,	" 4.....	9 00	9 00	18 00	51
<i>Bruce</i> :	Bruce and Kincardine	" 1 U. S. S.	15 00	15 00	30 00	41
	Bruce,	" 8.....	25 00	25 00	50 00	60
	Do.	" 12.....	10 11	10 11	20 22	20
	Huron,	" 1.....	10 00	10 00	20 00	29
	Do.	" 6.....	15 00	15 00	30 00	39
<i>Elgin</i> :	Dorchester South,	" 7.....	25 00	25 00	50 00	77
	Malahide,	" 15.....	15 00	15 00	30 00	40
	Yarmouth,	" 9.....	25 00	25 00	50 00	91
<i>Lambton</i> :	Bosanquet,	" 5.....	12 56	12 56	25 12	41
	Brooke,	" 6.....	10 00	10 00	20 00	36
	Sombra,	" 15.....	25 00	25 00	50 00	63
<i>Essex</i> :	Malden Lunatic Asylum,		100 00	100 00	200 00	211
<i>Districts</i> :	Parry Sound		52 00	52 00	104 00	128
<i>Cities</i> :	Toronto Normal School.....		60 00	60 00	120 00	126
	Hamilton Central School		50 00	50 00	100 00	197
	Kingston Provincial Penitentiary		321 65	321 65	643 30	725
	London B. S. T.....		50 00	50 00	100 00	135
<i>Towns</i> :	Bowmanville, U. S.....		9 50	9 50	19 00	2
	Chatham, B. S. T.....		30 00	30 00	60 00	64
	Clifton, B. S. T.....		9 50	9 50	19 00	2
	Cobourg, B. S. T.....		135 80	135 80	271 60	304
	Goderich, B. S. T.....		41 40	41 40	82 80	118
	Oakville, U. S.....		26 68	26 68	53 36	83
	Sarnia, U. S.....		88 84	88 84	177 68	193
<i>Villages</i> :	Fort Erie, B. S. T.....		20 00	20 00	40 00	52
Total			2327 97½	2327 97½	4655 95	6428

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.—Continued.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL
	MONETARY.						No. of libraries, exclusive of sub-divisions.	Total number of volumes in libraries.	Sunday School Libraries.		Other Public Libraries.				
	Amount of local appropriation for 1869.	Amount of legislative apportionment for 1869.	Value of Books sent in 1869.	Value of books sent in former years.	Total value of books sent.	Libraries.			Volumes.	Libraries.	Volumes.				
Glengarry	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	3	650	9	1090	.....	.....	.....	12	1740
Stormont .....	.....	.....	.....	350 70	350 70	.....	1225	15	1480	2	310	.....	21	3015
Dundas .....	.....	.....	.....	601 22	601 22	4	1447	25	2133	2	100	.....	32	3680
Prescott	10 00	10 00	20 00	800 00	820 00	5	1988	26	3676	3	1630	.....	34	7314
Russell .....	.....	.....	.....	1031 06	1031 06	6	1270	10	900	1	800	.....	15	2370
Carleton .....	.....	.....	.....	652 37	652 37	4	4009	27	3478	2	180	.....	44	7667
Grenville .....	.....	.....	.....	1973 02	1973 02	15	1809	29	3924	1	579	.....	35	6312
Leeds .....	.....	.....	.....	876 00	876 00	5	2617	69	6867	3	405	.....	92	9589
Lanark	150 00	150 00	300 00	1139 10	1439 10	20	2950	56	7000	30	5400	.....	125	22361
Renfrew .....	.....	.....	.....	5147 80	5147 80	39	9461	23	2136	3	850	.....	50	5836
Frontenac	20 00	20 00	40 00	1563 72	1563 72	18	955	30	3683	3	950	.....	42	6085
Addington	100 00	100 00	200 00	754 77	794 77	9	1452	27	4153	2	630	.....	31	5738
Lennox .....	.....	.....	.....	430 00	630 00	2	1556	14	1282	4	350	.....	20	3188
Prince Edward .....	.....	.....	.....	720 00	720 00	2	2460	38	4361	3	900	.....	55	7721
Hastings	56 00	56 00	112 00	1237 60	1349 60	14	5407	70	6019	3	957	.....	95	12383
Northumberland	19 85	19 85	39 70	2811 54	2851 54	22	8721	78	9471	6	2580	.....	118	20772
Durham	8 00	8 00	16 00	4346 26	4362 26	34	3252	57	7393	3	450	.....	81	11095
Peterborough	20 00	20 00	40 00	1416 57	1456 57	21	6872	31	3150	3	1319	.....	62	11441
Victoria	15 00	15 00	30 00	3313 56	3343 56	25	3539	34	2275	3	360	.....	83	6174
Ontario	15 00	15 00	30 00	690 24	620 24	46	8890	46	8256	6	2900	.....	82	20066
York	83 00	83 00	166 00	4925 12	5091 12	30	15484	95	12513	23	5645	.....	192	33642
Peel	61 77	61 77	123 54	8790 38	8913 92	74	8149	51	6828	3	680	.....	103	15657
Simcoe .....	.....	.....	.....	4613 66	4613 66	52	7383	52	5911	7	2156	.....	101	15450
Halton	62 00	62 00	124 00	3963 85	4087 85	42	2560	33	7630	11	3126	.....	60	13316
Wentworth	175 00	175 00	350 00	1376 44	1726 44	16	4168	53	8530	9	2366	.....	80	15034
Brant	44 00	44 00	88 00	1956 80	2044 80	18	2370	47	6794	3	2276	.....	63	11410
Lincoln .....	.....	.....	.....	1063 80	1063 80	15	4700	41	5427	3	2700	.....	68	12827
Welland	42 00	42 00	84 00	2634 50	2718 50	24	1932	51	6905	4	1800	.....	86	10747
Haldimand .....	.....	.....	.....	2634 50	2718 50	24	5595	50	5285	3	2370	.....	86	13290
Norfolk	30 25	30 25	60 50	1001 00	1004 01	13	2482	67	6831	5	1200	.....	91	10513
.....	.....	.....	.....	3201 00	3201 10	33	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	3201 10	3201 10	33	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	1360 36	1420 86	19	.....	.....	.....	.....	.....	.....	.....	.....

[illegible]

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.—*Concluded.*

THE FOLLOWING IS A STATEMENT OF THE NUMBER AND CLASSIFICATION OF PUBLIC LIBRARY AND PRIZE BOOKS SENT OUT FROM THE DEPOSITORY OF THE ONTARIO EDUCATION DEPARTMENT, FROM 1853 TO 1869, INCLUSIVE.

Number of Volumes sent out during the years	Total Library Volumes of	History.	Zoology and Physiol- ogy.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemis- try.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales and Sketches— Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.
1853	21922	4158	1692	287	906	526	224	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10433	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	290	1808	207	76	1452	3361	2326	3081	6049	.....	432	.....	28659
1856	13659	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13659
1857	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	.....	29833
1858	7587	1567	503	86	152	98	61	276	27	2	185	713	843	744	2245	.....	84	.....	7587
1859	9308	1670	551	136	206	192	130	432	87	18	300	1169	714	1127	2401	.....	172	.....	9308
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	.....	9072
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	.....	6488
1862	5599	927	244	45	99	43	73	211	45	24	165	412	661	830	1706	.....	112	.....	5599
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	.....	6274
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	57	.....	3361
1865	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	58	.....	3882
1866	6856	1144	217	56	125	81	55	282	26	19	291	652	776	784	2200	.....	148	.....	6856
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	660	1971	.....	66	.....	5426
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	979	736	2211	.....	150	.....	6573
1869	6428	1148	268	51	96	91	36	198	18	19	162	499	1172	882	1237	.....	60	.....	6428
Total	237648	41328	15113	2783	6040	4708	2041	12996	1526	794	9433	22905	20462	27367	66511	641	2900	442794	680442
Deduct volumes returned for exchange, &c.																			616
Volumes sent to Mechanics' Institutes and Sunday Schools, not included in the above																			679826
Grand Total, Library and Prize Books despatched up to the 31st December, 1869																			11735
																			691561

TABLE N.—The Grammar and Common Schools of Ontario, 1869.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.																		
COUNTIES.	MONEY.			MAPS OF :										APPARATUS.			Object Lessons.	Price Books.
	Local Contributions.	Legislative Appropriation.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Apparatus, pieces.		
Glengarry	\$ cts.	\$ cts.	\$ cts.		1	1	1	1	1	3	2	1						515
Stormont	91 70	183 40	183 40															267
Dundas	35 53	35 53	71 06		2	1	2	1	2				1	1			14	49
Prescott	39 48	39 48	78 96															139
Russell	26 50	26 50	53 00															113
Carleton	20 00	20 00	40 00															
Grenville	182 00	182 00	364 00		2	2	2	2	1	4	4	6	15	2	1	1	1	751
Leeds	75 05½	75 05½	150 11		1	1	1	1	3	10		1	1	1			45	338
Lanark	131 45	131 45	262 90		1	1	1	1	2								39	741
Renfrew	264 37½	264 37½	528 75		4	4	3	4	3			5	3		1	4	43	888
Frontenac	41 70	41 70	83 40		2	2			2								18	225
Addington	105 50	105 50	211 00		1	2	3	2	4			2	2	1	1		13	469
Lennox	65 00	66 00	132 00															408
Prince Edward	41 00	41 00	82 00		3	3	3	4	3	1	2	1	4	2		1	26	144
Hastings	86 25	86 25	172 50		1	2	2	2	3	1							105	144
Northumberland	127 25	127 25	254 50		2	5	5	4	4	4	5	2	5		1	3	90	317
Durham	188 05	188 05	376 10		7	6	5	7	8	2	2	2	7	4	1	3	183	540
Peterborough	225 41	225 41	450 82		2	2	2	2	2	4	2	3	9	3	1	3	240	862
Victoria	112 58½	112 58½	225 17		5	5	5	6	9					1	1	8	18	421
Ontario	275 71	275 71	551 42		4	9	6	6	9	7	8	3	3	3	1	2	110	1088
York	527 99	527 99	1055 98		7	12	10	12	14	10	13	8	13	4	1	2	293	2088
Peel	384 99½	384 99½	769 99		2	5	1	3	3	3	3	3	3				64	2160
Simcoe	246 83	246 83	493 66		1	4	2	3	3	1	2	2				1	33	1317
Haldon	524 54	524 54	1049 08		6	9	8	5	7	7	10	1					156	3014
Wentworth	295 71½	295 71½	591 43													3	39	1683
Brant	298 80½	298 80½	597 61		4	3	2	5	5	9					1	4	77	1684
Lincoln	57 50	57 50	115 00		1	1	1	1	1	1	2							346
Welland	123 86	123 86	247 72		2	2	3	3	3	1	4	1	4	1	3	3	68	429
	105 76	105 76	211 52	1	7	5	5	4	5	2	4	6	4			1	3	168

Haldimand.....	231 71	231 71	463 42	2	3	3	3	3	3	3	1	6	4	4	4	3	2	13	1382	
Norfolk.....	250 45	250 45	500 90	2	5	5	5	5	5	5	3	5	6	5	5	5	4	13	980	
Oxford.....	445 71½	445 71½	891 43	3	6	6	6	6	6	6	7	12	4	1	3	2	120	2263		
Waterloo.....	241 18½	241 18½	482 37	1	6	6	6	6	6	6	5	5	4	2	2	3	171	124		
Wellington.....	302 84	302 84	605 68	2	8	8	8	8	8	8	7	7	8	1	6	1	190	1434		
Grey.....	343 05½	343 05½	686 11	3	9	9	9	9	9	9	7	8	8	8	4	4	1	148	1834	
Perth.....	353 75	353 75	707 50	1	1	1	1	1	1	1	5	5	8	8	6	3	322	2101		
Huron.....	613 08	613 08	1226 16	3	8	8	8	8	8	8	7	8	5	4	4	1	517	3382		
Brace.....	270 30	270 30	540 60	4	6	6	6	6	6	6	7	1	4	3	5	1	80	1513		
Middlesex.....	602 35	602 35	1204 70	4	11	10	9	9	9	9	9	3	10	7	7	4	1	98	2652	
Elgin.....	269 10	269 10	538 20	2	2	2	2	2	2	2	2	2	2	2	2	1	3	14	1897	
Kent.....	136 75	136 75	273 50	1	4	4	4	4	4	4	3	4	2	2	2	1	5	6	624	
Lambton.....	263 69	263 69	527 38	1	3	3	3	3	3	3	3	6	2	2	2	1	2	16	1642	
Essex.....	123 70	123 70	247 40	2	4	4	4	4	4	4	2	1	4	1	5	1	51	448		
District of Algoma, &c.....	25 00	25 00	50 00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	102		
Cities.....	928 68½	928 68½	1857 37	11	8	6	4	3	3	4	4	3	4	3	3	10	15	180	2691	
Towns.....	1344 46	1344 46	2688 92	19	13	12	10	14	14	18	18	8	6	13	21	1	14	984	4534	
Villages.....	785 18½	785 18½	1570 37	6	9	5	5	5	6	3	3	3	6	10	18	3	1	23	513	
Total, 1869.....	12232 54½	12232 54½	24465 09	125	208	155	134	163	163	194	143	143	143	109	217	78	39	5240	54657	
" 1868.....	12361 90	12361 90	25923 80	121	221	143	147	150	150	181	144	144	144	145	229	101	54	4694	54715	
Increase.....						13	13	13	13	13	13	1	1	36	12	23	15	546		
Decrease.....	729 35½	729 35½	1458 71	4	13														58	

See information on this subject in the Appendix.

TABLE O.—The Superannuated or Worn-out Common School Teachers.

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	Amount of Pension for 1869.*		Amount of cash paid pensioners from 1st January to 30th Dec.		Period for which the payments were made.
				\$	cts.	\$	cts.	
6	Donald Currie	81	18	43	20	39	20	First half 1869, second half 1869.
11	Thomas J. Graffe	62	18	43	20	39	20	
13	James Benton	73	25	60	00	56	00	do do
15	James Breakenridge	65	32	76	80	72	80	do do
19	Peter Stewart	83	22	52	80	48	80	do do
21	John Price	77	24	57	60	53	60	do do
36	Donald McDonald	83	13	31	20	35	60	Last half 1868, first half 1869.
42	W. R. Thornhill	71	22	52	80	48	80	
45	John Fletcher	60	18	43	20	39	20	First half 1869, second half 1869.
46	John B. Emons	73	27	54	00	25	00	
47	John Nowlan	78	24	57	60	53	60	do do
49	George Reynolds	74	23½	68	40	64	40	do do
54	Alexander Miller	83	28½	68	40	64	40	do do
55	John Donald	70	20½	49	20	45	20	do do
56	Angus McDonnell	74	33½	80	40	76	40	do do
57	James Forde	67	18	43	20	39	20	do do
60	Gideon Gibson	84	19	45	60	41	60	do do
63	Donald McDougall	69	14	33	60	29	60	do do
71	Thomas White	79	23½	57	01	53	01	do do
72	Rev. Joshua Webster	75	22	52	80	48	80	do do
73	Norman McLeod	77	16	38	40	34	40	do do
75	M. Kineborough	89	31	74	40	70	40	do do
78	William Foster	69	22	52	80	48	80	do do
79	William Glasford	59	18½	44	40	40	40	do do
82	John Vert	59	21½	51	60	47	60	do do
83	William Benson	72	23	55	20	51	20	do do
84	William Kearns	77	25	60	00	56	00	do do
86	James Leys	77	17	40	80	36	80	do do
87	John Healy	80	26	62	40	58	40	do do
88	Hector McRae	73	20	48	00	44	00	do do
92	Emily Cozens	64	27	64	80	60	80	do do
93	William Dermott	71	13	31	20	27	20	do do
96	Walter Hick	81	25	60	00	56	00	do do
97	John Higginbotham	78	22	52	80	48	80	do do
101	William Leonard	84	13	31	20	27	20	do do
107	Daniel Wing	66	26	62	40	58	40	do do
110	Martin Devereux	72	23	55	20	51	20	do do
111	Michael O'Kane	77	20½	49	20	45	20	do do
114	Alexander Jenkins	75	18	43	20	39	20	do do
115	Isabella Kennedy	67	22	52	80	48	80	do do
117	William Miller	83	10	24	00	20	00	do do
118	Robert Beattie	74	20½	49	20	45	20	do do
119	John L. Biggar	77	25	60	00	56	00	do do
120	William Corry	79	17	40	80	36	80	do do
121	Marianne Ederington	58	20	48	00	44	00	do do
122	Peter Fitzpatrick	77	23	55	20	51	20	do do
126	James Kehoe	69	19	45	60	41	60	do do
128	James McQueen	62	22½	54	00	50	00	do do
129	John Miskelly	71	12½	30	00	26	00	do do
132	Nicholas Fagan	75	13	31	20	27	20	do do
135	Andrew Power	51	17	40	80	36	80	do do
136	James Ramsay	64	17	40	80	36	80	do do
137	Catharine Snider	60	18	43	20	39	20	do do
139	John Tucker	76	21	50	40	46	40	do do
140	John Brown	71	26	62	40	58	40	do do
141	John Monaghan	65	15	36	00	32	00	do do
142	Richard Youmans	65	20	48	00	44	00	do do
144	William Ferguson	69	24	57	60	53	60	do do

* The pensions are subject to a deduction, before payment, of \$4 for annual subscription required by law.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	Amount of Pension for 1869.	Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.	
145	Thomas Flanagan	72	20	48 00	44 00	First half 1869, second half 1869.
146	Patrick Jones	80	36	86 40	82 40	do do
148	Edward Ryan	78	25	60 00	56 00	do do
149	Daniel Sheehan	85	20	48 00	44 00	do do
153	Alexander Middleton	70	20	48 00	44 00	do do
159	Archibald McCormick	72	16	42 40	45 20	Last half 1868, first half 1869, last half 1869.
161	Thomas Baldwin	71	13	31 20	27 20	First half 1869, second half 1869.
162	James Bodfish	66	20	48 00	44 00	do do
163	Anne Jackson	78	21	50 40	46 40	do do
165	E. Redmond	69	32½	*	43 50	do do
166	William Hildyard	63	19	45 60	41 60	do do
168	John McKenna	60	18½	44 40	40 40	do do
169	Mary Richards	74	33	79 20	75 20	do do
170	W. B. P. Williams	65	9	21 60	17 60	do do
171	Julius Ansley	69	18	43 20	39 20	do do
172	Thomas Baker	74	19	45 60	41 60	do do
173	Thomas Buchanan	64	20	48 00	44 00	do do
174	Matthew M. Hutchins	62	22	52 80	48 80	do do
178	Helen McLaren	60	21	50 40	46 40	do do
179	Ralph McCallum	60	23	55 20	51 20	do do
180	Edward Potts	74	23	25 00	21 00	do do
182	Daniel D. Barrett	65	19	45 60	41 60	do do
183	William Clarke	73	12	28 80	24 80	do do
184	John Dods	64	21	50 40	46 40	do do
186	P. G. Mulhern	69	29	69 60	65 60	do do
188	Thomas Sanders	77	30	72 00	68 00	do do
190	George Weston	71	22½	54 00	50 00	do do
193	Robert Hamilton	76	16	38 40	34 40	do do
194	John McDonnell	69	14	33 60	29 60	do do
195	John McGarvey	80	20	48 00	44 00	do do
196	Joseph D. Thomson	60	14	33 60	29 60	do do
198	Henry Bartley	62	23	55 20	51 20	do do
199	John Cameron	65	15	36 00	32 00	do do
200	Melinda Clarke	59	15½	37 20	33 20	do do
201	James Brown	64	27½	66 00	62 00	do do
202	Daniel Callaghan	72	30	72 00	68 00	do do
204	John McNamara	80	13	31 20	27 20	do do
206	James Robinson	54	18	43 20	39 20	do do
207	Jane Tyndall	65	21	50 40	46 40	do do
208	William Bell	68	11	26 40	22 40	do do
209	William Brown	51	13	31 20	27 20	do do
210	James Armstrong	56	25	60 00	56 00	do do
211	Caroline F. Mozier	60	27	64 80	60 80	do do
212	Eliza Barber	51	18½	44 40	40 40	do do
214	James McFarlane	63	27	64 80	60 80	do do
215	James Mackay	59	29	.....	5 62	do do
216	J. C. VanEvery	66	20	48 00	44 00	do do
217	Benjamin Woods	69	29	69 60	65 60	do do
218	John Younghusband	74	33½	80 40	76 40	do do
219	Wm. Irvine	71	36	86 40	82 40	do do
220	Angus McGillis	57	23	55 20	51 20	do do
221	Richard Campbell	69	31	74 40	70 40	do do
222	James Mahon	59	20	48 00	44 00	do do
224	Duncan Calder	71	25	60 00	56 00	do do
227	Thomas Morrison	65	28	30 00	26 00	do do
228	John Douglass	74	22	52 80	48 80	do do
229	Daniel McGill	64	28	67 20	63 20	do do
230	John Lenaten	74	12	28 80	24 80	do do
231	Anna McKay	66	18	43 20	39 20	do do
232	Sidney Russell	66	15	36 00	32 00	do do

* Pension suspended during first year—pensioner teaching.

TABLE O.—The Superannuated or Worn-out Common School Teachers.—*Cont'd.*

No.	NAME.	Age in 1869.	Years of Teaching in Ontario.	Amount of Pension for 1869.		Amount of cash paid pensioners from 1st Jan'y to 30th Dec.	Period for which the payments were made.
				\$ cts.	\$ cts.		
233	Patrick Shirreff	69	26	62 40	58 40		First half 1869, second half 1869.
234	Robert Jordan	74	28	67 20	63 20		do do
235	David Kee	54	17	40 80	36 80		do do
237	Thomas Dorothey	58	34	81 60	77 60		do do
238	Thomas Whitfield	60	32½	78 00	74 00		do do
239	William Beaton	72	16	38 40	34 40		do do
240	John Robinson	67	17	40 80	36 80		do do
242	James Briggs	58	37	88 80	84 80		do do
243	James Denman	67	37½	90 00	86 00		do do
244	Adam Gillespie	71	24	57 60	53 60		do do
245	John Graydon*	65	30	72 00	186 00		For 1868. First half 1869, second half 1869.
246	Charles Judge	59	17	40 80	36 80		do do do
247	John Ross*	59	22	52 80	86 80		do do do

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

* Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF			
Glengarry	16	Simcoe	11	Church of England.....	83	Ireland	116
Stormont	10	Halton	3	Presbyterian	65	Scotland	69
Dundas	7	Wentworth	8	Church of Rome.....	38	England.....	28
Prescott	6	Brant	3	Methodist	34	Ontario ..	17
Carleton.....	12	Lincoln.....	8	Baptist.....	7	United States	11
Grenville	10	Welland	4	Congregationalist	3	Quebec	2
Leeds	14	Haldimand	1	"Protestant"	2	Wales	1
Lanark	20	Norfolk	4	Universalist	2	Nova Scotia	2
Renfrew	2	Oxford	3	Society of Friends.....	1	New Brunswick	1
Frontenac	7	Wellington	7	Christian Disciple.....	1	Total.....	247
Addington	4	Grey	2	Second Advent.....	1		
Prince Edward.....	6	Perth	2	Not given.....	10		
Hastings	7	Huron	4				
Northumberland	8	Bruce	1				
Durham	3	Middlesex	5				
Peterborough	8	Elgin.....	4				
Victoria	5	Kent	4				
Ontario	5	Essex	3				
York	11	Lambton	1				
Peel.....	8						
Total.....	247						

Of the 247 Teachers admitted to the Fund, 116 either died during or before 1869, were not heard from, resumed teaching, or withdrew from the Fund.
Of the remaining 131, the average length of service as Common School Teachers in Ontario was 21 years.
The average age of each pensioner in 1869 was 68 years.
Of the 247 Teachers admitted to the Fund, there have been 235 males and 12 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.			Balance Unexpended.	Total amount available for Educational purposes during 1869.	
	Number of Common Schools.	Number of Common School pupils.	Amount expended for Common School purposes during 1869.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1869.	Number of other Educational Institutions.	Number of their pupils.	Amount received by other Educational Institutions during 1869.	Amount expended for Superannuated Teachers' Normal School, &c.	Total number of Educational Institutions.	Total number of pupils attending them.			Total amount expended for Educational purposes during 1869.
Glengarry.....	76	5297	12775 34	1	49	790 25	4	112	1530 00	384 10	81	5458	15479 69	1771 54	17251 23
Stormont.....	71	5261	14793 55	1	33	894 90	2	147	250 00	194 50	74	5441	16132 95	2153 71	18286 66
Dundas.....	78	5501	23051 29	2	147	1998 16	.....	.....	.....	196 00	80	5448	25245 45	1855 22	27100 67
Prescott.....	75	3992	10209 63	2	108	1354 85	.....	.....	.....	105 00	77	3200	11669 48	2425 99	14095 47
Russell.....	28	1662	6485 05	1	34	660 00	.....	25	435 00	425 40	29	1696	7145 05	24 76	7169 81
Carleton.....	125	8262	26718 87	2	46	775 40	4	25	.....	.....	131	8333	28334 67	2201 94	30556 61
Grenville.....	88	4252	16223 50	2	118	1316 40	2	23	6 50	262 30	92	6433	17808 70	2428 49	20237 19
Leeds.....	160	9918	35774 07	3	167	2109 45	2	35	600 00	284 00	165	10120	38767 52	5003 55	43771 07
Lanark.....	125	8765	33313 85	4	243	3944 74	2	6	25 00	299 20	131	9014	37582 79	3899 01	41411 80
Renfrew.....	103	6237	20830 58	3	76	2100 77	2	32	120 00	218 30	108	6345	23299 65	2220 12	25519 77
Frontenac.....	129	7673	23701 13	.....	.....	.....	3	24	110 00	318 00	132	7697	24129 13	4444 49	28573 62
Addington.....	71	4838	16182 76	1	104	1458 02	1	25	50 00	195 60	73	4967	17886 38	2212 19	20098 57
Lennox.....	42	2758	9083 47	1	129	1484 42	5	80	350 00	.....	48	2967	10917 89	1253 21	12171 10
Prince Edward.....	83	5934	24652 84	1	89	1292 24	3	75	500 00	259 40	87	6098	26674 48	1518 09	28192 57
Hastings.....	148	12716	44072 56	3	194	3176 60	7	320	22150 00	190 00	158	13290	69389 16	6028 53	75617 69
Northumberland.....	121	11224	43824 35	3	296	4642 26	13	400	33004 00	216 00	137	11950	81682 61	4404 76	86087 37
Durham.....	101	10837	42689 69	3	227	4566 58	7	90	1300 00	96 80	111	10654	48653 07	3134 15	51787 22
Peterborough.....	89	6939	26720 23	2	228	3346 57	5	80	865 00	136 00	96	7247	31007 80	3790 10	34857 90
Victoria.....	105	8435	33798 11	3	156	2376 10	2	130	500 00	120 30	110	8621	36794 51	2803 02	39597 53
Ontario.....	116	13334	54732 39	5	421	5927 95	6	139	686 00	68 20	127	13885	61414 54	5728 59	67143 13
York.....	149	16790	70965 18	4	213	4199 25	15	216	1745 00	226 00	168	17219	77075 43	9586 10	86661 53
Peel.....	79	7905	29489 57	2	114	1973 22	4	28	210 00	154 80	85	7947	31827 59	2908 61	34736 20
Simcoe.....	169	16544	57616 77	3	114	2794 83	5	83	252 00	186 63	177	16741	60850 23	6357 01	67207 24
Haltont.....	60	6423	26031 67	.....	84	1651 00	5	95	290 00	36 00	67	6602	28008 67	1261 00	29269 67
Wentworth.....	79	8288	34955 10	2	188	2383 51	5	94	1019 00	118 00	86	8570	38575 61	2585 64	41161 25
Brant.....	67	8337	36342 30	4	213	4915 19	7	275	1505 00	220 60	78	8825	42083 09	6398 41	48379 50
Lincoln.....	79	7422	30083 37	5	294	6292 31	6	92	700 00	95 40	90	7868	36171 16	5593 17	41680 37
Welland.....	92	6937	28948 51	4	286	4063 19	3	100	115 00	90 00	99	7323	33216 70	6385 93	39602 63
Haldimand.....	81	7132	27368 27	3	154	1767 15	2	63	142 50	80 00	86	7349	23303 92	3896 67	33289 59

Norfolk	108	9108	35764	36	3	142	2668	90	6	114	141	00	110	40	113	-9864	38974	08	4274	91	42849	87
Oxford	118	13877	53850	95	14	243	1951	46	14	243	5490	00	75	20	134	14196	61167	61	6639	41	67807	02
Waterloo	96	12882	50916	97	2	269	4635	65	6	194	293	00			102	13335	55844	62	12523	34	68367	96
Wellington	157	18367	62013	25	4	216	370	29	22	415	1950	00	130	40	183	18998	67863	94	7171	19	75035	13
Grey	198	18042	62073	22	1	56	700	00	9	115	689	00	110	00	208	18213	63578	22	5163	87	68742	08
Perry	111	14232	46722	05	2	173	2529	28	6	90	1137	00	56	80	118	14486	50445	13	9654	12	68742	08
Huron	163	19339	68696	49	2	114	2298	11	13	152	405	00	180	00	178	19405	71570	60	10244	89	81815	49
Bruce	125	13633	38721	29	1	57	678	50	2	116	128	00	145	50	128	13805	39673	29	5099	72	44773	01
Middlesex	194	19667	67608	04	2	137	1346	50	9	220	1900	00	96	00	203	19424	70460	34	3750	23	74700	77
Elgin	100	9896	37165	68	2	89	1354	87	1	20	140	90	87	60	103	9805	38948	13	4250	23	43198	36
Kent	105	10001	40114	32	1	73	1448	01	6	120	160	00	26	30	112	10194	41750	63	5171	63	46922	26
Lambton	114	10037	44597	03	1	79	1043	27	9	189	470	00	37	00	124	10245	35307	30	7626	41	33673	71
Easey	89	7971	29696	51	1	66	910	00	9	260	4650	00	50	00	99	8297	46306	51	3265	18	33671	69
District of Algoma			590	00													590	00			590	00
Perry Sound			124	00													124	00			124	00
CITIES.																						
Toronto	21	9197	41932	28	1	119	3378	27	26	1600	110000	00			48	10916	155310	55	8213	59	163524	14
Hamilton	13	6244	30145	87	1	300	3762	53	9	450	18000	00			23	5894	61908	40	131	54	52039	94
Kingston	9	4256	11447	16	1	111	11447	16	10	540	28900	00			20	3752	43713	69	189	38	43903	07
London	9	4256	12831	77	1	76	1850	00	2	245	31500	00			12	4577	45681	77	7506	31	53390	06
Ottawa	11	4197	28822	17	1	98	3494	66	17	560	19000	00			29	4855	51316	83	9325	01	60641	84
Normal and Model Schools.....																						
Grammar School Inspection.....					3	800							18327	83	3	800	18327	83			18327	83
Provincial Penitentiary, &c.....							2000	00					421	65			2000	00			2000	00
																	421	65			421	65
Grand Total, 1869																						
Do	4524	432430	1624896	76	101	6608	116502	85	298	9122	293315	00	25469	21	4923	448160	2069783	82	214120	00	2273803	82
	4490	419899	1889434	98	101	5649	119646	90	301	9385	294150	50	24966	56	4882	434933	2027198	89	312440	52	2239639	41
Increase																						
Decrease	44	12531	36461	83		909	3144	05	3	283		835	50				32684	93	1679	48	34264	41

TABLE Q.—A General Statistical Abstract, exhibiting the comparative State and Progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1869, inclusive, compiled from Returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1.	Population of Ontario	486055			622870			728379
2.	Population between the ages of five and sixteen years	141143			202913	204580	230975	241102
3.	Colleges in operation	5		5	5	5	6	6
4.	County Grammar Schools	25		25	31	32	32	33
5.	Academies and Private Schools reported	44		60	65	80	96	117
6.	Normal and Model Schools for Ontario							2
7.	Total Common Schools in operation as reported	1721		2610	2736	2589	2727	2800
8.	Total Roman Catholic Separate Schools							
9.	Free Schools reported in operation (included in No. 7, above)	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
10.	Grand Total Educational establishments in operation in Ontario	1795			2837	2706	2863	2868
11.	Total Students attending Colleges and Universities	No Reports	No Reports	No Reports	No Reports	No Reports	700	740
12.	Total Pupils attending County Grammar Schools	"	"	"	"	"	1000	1115
13.	Total Pupils attending Academies and Private Schools	"	"	"	"	"	1831	2345
14.	Total Students and Pupils attending Normal and Model Schools for Ontario	"	"	"	"	"		256
15.	Total Pupils attending the Common Schools of Ontario	65978		96756	110002	101912	124829	130739
16.	Total Pupils attending the Roman Catholic Separate Schools							
17.	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools	65978		96756	110002	101912	128360	135195
18.	Total amount paid for the Salaries of Common and Separate School Teachers in Ontario*	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276
19.	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c*	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports	No Reports
20.	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus*	"	"	"	"	"	"	"
21.	Total amount paid for Grammar School Masters' Salaries*	"	"	"	"	"	"	"
22.	Total amount paid for the erection or repairs of Grammar School Houses*	"	"	"	"	"	"	"
23.	Amount received by other Educational Institutions, &c.	"	"	"	"	"	"	"
24.	Grand Total paid for Educational purposes in Ontario*	"	"	"	"	"	"	"
25.	Total Common School Teachers in Ontario				2860	2925	3028	3177
26.	Total Male do do						2365	2507
27.	Total Female do do						663	670
28.	Average number of months each Common School has been kept open by a qualified Teacher, including legal holidays			72	8	84	84	9

No Reports for this year were received in consequence of a change in the School Law.

TABLE Q.—Continued.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
1.	253364	803493	950551	953239	268957	277912	297623	311316	324888	360678
2.	7	259258	259607	262755	8	9	10	12	12	12
3.	39	57	64	60	64	64	65	61	72	75
4.	157	224	175	181	186	206	307	267	276	301
5.	2	2	2	3	3	3	3	3	3	4
6.	2871	9059	2985	2992	3093	3200	3284	3391	3631	3772
7.	No Reports	252	16	18	32	44	41	81	100	94
8.	No Reports	349	855	901	1052	1117	1211	1263	1707	1836
9.	2076	3239	3239	3262	3396	3526	3710	3815	4094	4368
10.	773	684	632	751	758	806	1100	1335	1335	1335
11.	1120	2070	2191	2343	3221	4287	3726	3386	4073	4459
12.	3648	4683	4597	5684	4440	5473	7584	6320	6323	6372
13.	400	370	356	645	735	632	643	772	746	777
14.	139465	151891	168159	179587	194735	204168	222979	243935	262673	283692
15.	144406	159578	175885	189010	203885	212356	240917	262858	285314	306635
16.	\$353912	\$353716	\$391308	\$428948	\$489764	\$578868	\$680108	\$779690	\$860232	\$777616
17.	No Reports	\$56756	\$77336	\$100366	\$128072	\$175472	\$219164	\$286428	\$351926	\$286519
18.	No Reports	\$410472	\$468644	\$528314	\$517636	\$754340	\$89272	\$1073108	\$1212158	\$1045135
19.	No Reports	No Reports	Included in other Educational Institutions.				\$46255	\$47659	\$57552	\$53940
20.	No Reports	No Reports					\$3711	\$8311	\$10708	\$2868
21.	No Reports	No Reports					\$204754	\$192014	\$214849	\$219979
22.	No Reports	No Reports					\$1155992	\$1326092	\$1495267	\$1318922
23.	No Reports	No Reports					3559	3689	4083	4292
24.	No Reports	No Reports					2551	2622	2787	2965
25.	No Reports	No Reports					987	1067	1236	1237
26.	No Reports	No Reports					9 1/2	10	10	10 1/2
27.	No Reports	No Reports					9 1/2	10	10	10 1/2
28.	No Reports	No Reports					9 1/2	10	10	10 1/2

* Balances due, but not collected, were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,273,903 for Educational purposes during 1859, and for 1858, \$2,259,639, the increase in 1859 being \$14,264.

TABLE Q.—Continued.

	1850	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869
1.	362085	373589	1396091	403302	412367	424565	426767	431812	447726	464316	470400
2.	13	13	13	13	16	16	16	16	16	16	16
3.	81	58	86	91	95	95	104	104	102	101	101
4.	321	305	337	342	340	287	280	298	312	282	279
5.	4	4	4	4	3	3	3	3	3	3	3
6.	3948	3854	3910	3995	4013	4077	4151	4222	4261	4318	4359
7.	105	115	109	109	120	147	152	157	161	162	165
8.	2315	2602	2903	3111	3228	3459	3595	3741	3838	3896	4131
9.	4372	4379	4459	4554	4587	4595	4686	4800	4855	4882	4923
10.	1373	1373	1373	1373	1820	1820	1820	1930	1930	1930	1930
11.	4546	4546	4765	4982	5352	5589	5754	5179	5696	5649	6008
12.	6182	6408	7361	6784	6653	5718	5965	6462	6743	6655	6392
13.	718	700	700	700	700	700	800	800	800	800	800
14.	288598	301104	316287	329033	344949	354330	365552	372320	382719	390305	411746
15.	12994	14706	13651	14700	15859	17365	18101	18575	18924	20594	20694
16.	314246	328839	344117	357572	375333	386522	397992	405266	416812	434933	448160
17.	\$859325	\$895591	\$918113	\$959776	\$987555	\$996956	\$1041052	\$1066880	\$1093516	\$1146543	\$1175166
18.	\$250721	\$264183	\$273305	\$272217	\$284892	\$288302	\$314827	\$320353	\$379672	\$441891	\$449730
19.	\$1159774	\$1191418	\$1231983	\$1231983	\$1254447	\$1285318	\$1355879	\$1387233	\$1473168	\$1586434	\$1624898
20.	\$61564	\$64005	\$71034	\$73211	\$76121	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009
21.	\$7930	\$6037	\$4254	\$7502	\$3470	\$6139	\$5251	\$17653	\$19180	\$10267	\$7378
22.	\$210042	\$218632	\$209421	\$222534	\$287768	\$268658	\$274514	\$328065	\$332825	\$332850	\$330500
23.	\$1389582	\$1448448	\$1476107	\$1535240	\$1621806	\$1636979	\$1717206	\$1820006	\$1920023	\$2027199	\$2059783
24.	4281	4281	4356	4406	4504	4625	4721	4789	4890	4996	5084
25.	3115	3100	3031	3115	3094	3011	2930	2825	2849	2777	2775
26.	1120	1181	1305	1291	1410	1614	1791	1864	2041	2219	2279
27.	10 $\frac{1}{2}$	10 $\frac{1}{2}$	10 $\frac{2}{3}$	10 $\frac{1}{3}$	10 $\frac{1}{3}$	11 $\frac{1}{10}$	11 $\frac{1}{2}$	11 $\frac{1}{10}$	11 $\frac{1}{10}$	11 $\frac{1}{2}$	11 $\frac{1}{2}$
28.											

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

NOTE.—Table R., being the accounts of the Department, is not published here for this year, as the receipts and expenditure are detailed in the Public Accounts of the Province.

PART III.

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APPENDICES.

1869.

APPENDICES TO THE ANNUAL REPORT
OF THE
Normal, Model, Grammar and Common Schools
IN ONTARIO,
FOR THE YEAR 1869.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF ONTARIO, FOR THE YEAR 1869, BY THE REV. J. G. D. MACKENZIE, M.A., INSPECTOR.

Having sent in my special semi-annual Reports of the several Grammar Schools visited by me during the year 1869, I have the honour to submit the usual Summary Statement, with the addition of such remarks and suggestions as I feel it my duty to lay before you, in connection with certain points in the peculiarly interesting position of educational matters in this Province.

A.—CONDITION OF THE GRAMMAR SCHOOLS.

I trust that the day is not far distant when it will be in our power to define with considerable accuracy and precision, the comparative status of each Grammar or High School in the Province ; as things are at present, I can only state, in a general way, that, whilst a certain proportion of the Grammar Schools continue to do, with various success, advanced work in the Classics and Mathematics, some of them with marked efficiency ; some 25 at the close of the year, were in a condition which we must pronounce positively unsatisfactory ; some of them depressed by difficulties likely to be temporary only, and having encouraging prospects of improvement ; others having no prospect at all, visible to myself, of improvement, beyond what the enactment of the new law may bring to them to cheer them—and this is the solitary gleam of light left to cheer them—in their present languishing state of existence. As to the rest, that is the great majority of the Schools—they are found, of course, at different stages between these extremes, of real association with the University and absolute asthenia. Whilst we must not refuse to give them credit for so much of useful work as they are doing for the country, we cherish the hope that the condition of all will be improved under the sounder system which is likely to be established. During the year the Grammar School in Alexandria has been

closed, and Dunnville has been added to the list. In regard to discipline, I have nothing special to report.

I am sorry that I am still under the necessity of reporting that the weak point of our Grammar Schools is the culture of the mother-tongue. I have kept up each half year the test which I applied at the beginning, that is, an exercise in Dictation—the same at every school—containing a few of the more difficult words of the language, and involving besides instances of ungrammatical construction. Five short sentences have been used each half-year, containing in all five errors in Grammar.

During the year, 1331 have been tried in this way, with the following results :—

IN ORTHOGRAPHY :—562, or about 42.22 per cent., were faultless.				
230,	"	17.28	"	had 1 mistake.
174,	"	13.	"	had 2 mistakes.
125,	"	9.5	"	had 3 mistakes.
108,	"	8.	"	had 4 mistakes.
132,	"	10.	"	had 5 mistakes.

If this be compared with last year's performance, it will be seen that it is not quite so satisfactory.

478, or about 45 per cent., were faultless.				
210,	"	20	"	had 1 mistake.
154,	"	15	"	had 2 mistakes.
80,	"	8	"	had 3 mistakes.
53,	"	5	"	had 4 mistakes.
34,	"	6	"	had 5 mistakes.

IN SYNTAX, this year, the result has been as follows :—

150, or about 11 per cent., were faultless.				
287,	"	22	"	corrected 4 of the 5 errors.
347,	"	26	"	corrected 3 of the 5 errors.
265,	"	20	"	corrected 2 of the 5 errors.
181,	"	13	"	corrected 1 of the 5 errors.
101,	"	8	"	corrected none.

Let this be compared with the record of last year, and it will be seen that on the whole, ground has been gained in this department.

98, or about 9.5 per cent., were faultless.				
213,	"	20	"	corrected 4 of the 5 errors.
263,	"	25	"	corrected 3 of the 5 errors.
220,	"	20	"	corrected 2 of the 5 errors.
162,	"	16	"	corrected 1 of the 5 errors.
64,	"	6	"	corrected none.

B.—MINUTE OF COUNCIL RELATIVE TO THE ADMISSION OF GIRLS.

A brief notice may be bestowed on the effect produced by the Minute of the Council of Public Instruction, sanctioning the admission of girls on the same footing as boys, in concession to public opinion. Whilst the adoption of such a regulation could not be avoided, we cannot but deplore the influence it has exerted on the education of our girls. The Chief Superintendent wisely advised at the time, as the passing of a new law was apparently so near at hand, that no change in the course of instruction should be made, but the inducement to augment the financial resources of the schools was too strong, and so the privilege was eagerly seized upon, whilst the advice was generally disregarded. The "new-born rage for Latin" burst forth with redoubled vehemence, and large numbers of girls were promptly herded into Arnold or the Introductory Book. The phrase "qualifying Latin" is well understood at present in the schools, and, I need hardly say, is not taken to mean qualifying for higher stages of classical study, for advanced intellec-

tual culture, or for the active duties of life. During the past year girls have risen in the educational market. Of the entrance pupils of 1869 three-sevenths have been girls; during the latter half of 1868 only three-fourteenths were girls. During the latter half of the past year there have been 1,472 names of "girls on the roll;" of these 850 were reported to me as being in Latin. Of these 850, 2 were in Cicero; 5 in Horace; 1 in Livy; 27 in Virgil; 41 in Cæsar, and 38 in Harkness' Latin Reader; the remaining 733 being in Arnold or the Introductory Book. I have had good work in Cicero from girls; in Horace, I have a distinct recollection of one girl, in particular, who gave me the second ode of the first book with an accuracy and spirit which left nothing to be desired; in fact, there is no doubt that girls can learn Latin and learn it to good purpose too; but this merciless and sweeping conscription, if I may so term it, what is it but mischievous and cruel? Let us very charitably assume all of the 117 female Latinists up to the Reader inclusive to be engaged in real work, what shall we say of the 733 in Arnold or the Introductory Book? How many of these shall we set down to "qualifying" Latin? How much of sound, substantial, practical English has been sacrificed to this "qualifying" Latin? And how much longer are we to endure a system which specially rewards some of our poorest schools with the increased grant of money, in proportion to the relentless energy with which unhappy girl-conscripts are pressed into the Introductory Book, incapable, the while, of speaking and writing their own language correctly. The remedy, it is to be hoped, will not be deferred much longer; meanwhile the inspector and masters must do what they can to recommend the non-classical course with its appropriate entrance examination.

C.—SOME OF THE COMMON SCHOOLS VISITED.

As I was told that the privilege of visiting any of the common schools, at my discretion, was included in my commission, I have been able to do something in this way, though not to any very great extent, as my first duty was, of course, to make myself as thoroughly acquainted as possible with the state of the Grammar Schools, and it was some time before I felt myself at liberty to attempt anything else. I shall proceed to report, somewhat in detail, the results of the principal visits I have managed to make without trespassing on my special work, and this with reference more particularly to the standard of admission into our future high schools, a point of great importance. Nearly all of these visits have been made during the present year (1870), but I will ask your permission to make my report of them now, inasmuch as they bear especially upon the question of qualification for the high schools, and that qualification will be settled before the appearance of my next Report.

I was in Brockville on the 5th November last. At that time the Grammar School was in a very low state, apparently on the verge of extinction, there being only 11 names on the roll. Since then, the amalgamation of the two schools has given to the expiring Grammar School a new lease of life with improved prospects. A similar arrangement has been adopted in Sarnia, and, so far, has worked well. As little could be done with the mere phantom of the Grammar School, I deemed the opportunity favourable for the inspection of the advanced work of a strong and well-conducted Common School, and devoted, accordingly, the greater part of my time to the examination of the senior pupils of the Common School, which is under the supervision of Mr. Bigg, who has had long experience in teaching, and has met with more than ordinary success. The subjects in which the pupils were tried were,—Dictation, English Grammar, Reading, and Algebra. The algebra was exceedingly good, Mr. Bigg teaching it with remarkable skill. The pupils read with unusual intelligence, and were very ready in analysis. I tried them in the exercise which I have been in the habit of giving to the Grammar Schools in English dictation and the correction of false syntax. Here, for the most part, they failed. With few exceptions the spelling was bad, and the class very generally failed in detecting the violations of the rules of syntax. Here, then, was the weak point in a school otherwise strong. I have much pleasure in adding that a subsequent visit and trial shewed that diligent efforts had been made to strengthen this weak point, and that with encouraging results.

On the 3rd March last I visited the Kingston Central School which, in common with

the other Common Schools of the city, enjoys the active and judicious supervision of the city superintendent, Samuel Woods, Esq. After some really good reading and some pretty active questioning in English grammar conducted by the master, Mr. Tandy, I begged him to allow me to place before his best pupils the exercise in dictation and correction of ungrammatical constructions already mentioned. He replied that he regarded the test as a perfectly fair one, and expressed his belief that, of the dozen selected, a respectable proportion would meet it successfully. The result proved that his confidence in the class was not misplaced. The grading system is adopted in Kingston, and the schools are not united.

On the 10th March I was in Prescott, where the schools are united, and having completed as much of the G. S. work as I deemed indispensable, went over to the C. S. department. The class brought up was a very large one, and most of the pupils were quite young. The master told me at once that none of them would be found equal to my usual spelling and grammar test. I had to content myself, therefore, with lower work. The pupils, for the most part, were not apt in spelling orally the more difficult words of the lesson they had previously read, and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar, I found that a large number—sometimes, indeed, the whole class—had but little comprehension of what they were reading. Mr. Wilson is a faithful teacher, thoroughly conscientious and earnest, and will no doubt, in time, raise the class, notwithstanding its size, to a higher mark; and, so far as he is concerned, censure is the last thing in my mind; but I must raise my voice against a system which, under the protection of a low standard of admission, furnishes so strong an inducement to take the pupils of such a class out of their master's hands before the time, for the purpose of pushing them up as raw recruits into the superior school,—a process on which, in your Report for 1867, you reflect with just severity.

At Brighton, on the 7th of April, I found the senior pupils sufficiently expert in detecting ungrammatical constructions and accurate enough in spelling to justify the belief that they might soon be advanced to what I consider ought to be the standard of admission into our High Schools. Under such a method as I have been in the habit of recommending, I feel quite sure that in a few months they would reach that mark. Schools not united.

At Stratford, on the 6th of May, I looked in at the C. S. department, the schools here being united. The gentleman at the head of the C. S. department is one of our most efficient labourers in the educational field, but the system which deprives him prematurely of his best pupils precludes him from showing to advantage the fruits of his labours. Not many of his pupils, when I made my visit, had reached that acquaintance with the mother tongue, which, in my estimation, ought to be required for promotion into the High School. Four boys and twenty girls were subjected to my customary test in Dictation—involving trial in grammar, and of these 24, six of the girls, I conceive, were fit for promotion into a High School. Not one of the boys came up to the mark.

At St. Thomas, where also the schools are united, I made my visit on the 25th of April. Six boys and eight girls were put to the test, and in every case failed. In about half a dozen instances, the syntax, though not faultless, was respectable, but the spelling was in every case poor. The exercise was new to the class. The grievous deficiencies of some and the weakness of all in the orthography of their own language, were, therefore, not surprising, though demonstrating painfully, when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our public schools.

I shall close the record of my experience under this head, with my visit to the Galt Common School—which is not united to the Grammar School. The visit was made on the 11th of May. The school at that time was under Mr. Cameron's charge, who had previously gained a good report in Goderich. Amongst the best of our Common Schools that I have been able to visit, I have met with none which has given me greater satisfaction than this of Galt. The whole administration of the school evinces a rare combination of skill, judgment, and authority well maintained, whilst the classes, as to proficiency, must be in excellent condition, if the juniors of the school exhibit the same thoroughness of training and attractive style of work which I had the satisfaction of observing in the

seniors. Better specimens of reading I have never met with in any of our Public Schools than were furnished by a large class in the Fifth Book; the girls, in particular, excelling in expression, emphasis, and distinct articulation. My test in English Grammar and Dictation presented no serious difficulty to any in this class, whilst the performance of not a few was faultless. Whilst the Province at large appreciates the value of the good work which the Galt Grammar School has been doing for years in higher education, I am pleased that I have it in my power to make this honourable mention of its Common School, which is thus meritoriously doing its work and winning its laurels in its useful, though less conspicuous sphere; and I am encouraged to believe that the results which this school, under good management, has been made to achieve, may be realized in time by some of our other schools which are behindhand, if the incentive of a higher qualification than we have at present for the superior school be set before them.

D.—STANDARD OF ADMISSION.

In my last Report I gave it as my opinion that the standard of admission into the High School ought not to be, in English, so low as it is now for entrance into the Grammar School in the case of those who are to take the classical course. Extended acquaintance with our public schools has strengthened my convictions on this head; for, in spite of my persistent efforts in the direction of increased culture of the mother-tongue, I have but little improvement on the whole to record. My view of the matter is simply this, that the natural development of the Common School is checked by not having a point in English acquirement sufficiently advanced to aim at, and that tuition in the English language is often characterized by comparative want of life and good system, whilst an unreasonable amount of time and effort is expended not only on Arithmetic, but even on Algebra and Geometry, which make a show and are admired much on the principle of "*omne ignotum pro magifico*." It is to be feared, on the other hand, that the high school will not generally accomplish what we hope to get from it in Science and the higher branches of English literature, when the starting point is so low. It will be objected by those who are apt to identify the extension of superior education with the rapid multiplication of High Schools, that to raise the standard of admission would unduly restrict the number of High Schools; but I answer that the country would gain nothing more in time to come from feeble and superfluous High Schools, than it does from its feeble and superfluous Grammar Schools now; that the High School is not a benefit till the high school is required; and that we are doing a positive wrong to the Common School when we establish a High School, merely because its numbers will be smaller and the school more select, or for any other reason apart from the natural development of the educational system. Mr. Young has well said in his Report for 1866, "I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that rather than see them degraded—rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed—I would be willing that all the Grammar Schools in the country should perish." That is strongly, but not too strongly expressed; for it is idle to expect the vigorous High School to spring from the dwarfed Common School. The mere multiplication of High Schools is not necessarily the extension of superior education. We must see to it that each member of the system is in a healthy condition and performing its proper functions. We must take care that the education which precedes that of the high school is not cut short by an untimely stroke. I should be satisfied on the whole with the standard prescribed for the "non-classical course," except that I should be willing to accept a somewhat lower proficiency in Arithmetic, if that were necessary in order to reach a higher point in English Grammar; and in regard to this latter subject I would have the standard stated in such terms as should imply ability, not merely to analyze and parse any ordinary sentence, but to apply the more simple rules of grammatical construction so as to correct any violations of those rules. What we want is, in plain terms, this, that candidates for admission into the High School should be reasonably capable of speaking and writing their own language without contradicting some of the simplest principles of grammar. I do not mean, of course, that they should be expert in composition, but that they should be able to satisfy the examiner

that they are capable of distinguishing what is not grammar from what is grammar. In point of fact I feel satisfied that I am not aiming at any degree of knowledge of English Grammar higher than has been contemplated by the Council of Public Instruction in prescribing the standard for non-classical pupils, but much depends upon the method taken to ascertain and to ensure that knowledge of English Grammar; and whilst I should be one of the last to depreciate analysis in its bearing upon intelligent reading, I can testify from experience that in some of the schools the study of grammatical construction has been largely sacrificed to it; and I can well understand the complaint made by an able Superintendent of Schools in Massachusetts, though expressed, perhaps, in terms rather harsh, that pupils are met with "glibly repeating an unintelligible jargon of analysis after months of wearisome study, and expressing in most ungrammatical sentences such principles of grammar as their memories can retain." Most of the analysis I have met with in our Grammar Schools has been of a respectable order; to none of it, certainly, could I apply so caustic a description as "unintelligible jargon;" but the unfortunate conjunction, noticed by this superintendent, of ignorance of grammatical construction with a certain dexterity at analysis, I have more than once encountered, and I very much deplore it. The truth is, there is an amount of one-sidedness in teaching which is simply amazing.

In the Appendix to the Rev. James Fraser's Report, there is a collection of "questions recently (1863) submitted to the candidates for admission to the Providence High School." The paper in Arithmetic I should consider to be too difficult. That in Grammar is fair enough. In that paper we find the following:—

Correct the following examples:

"I feel sure of its being him."

"Her aunt is older than her."

"I intended to have written, but was only prevented by sickness."

"He has fallen from his horse and broke his leg."

This will serve to illustrate the shape in which I should desire to apply the grammatical test. As to orthography, the highest flight of my ambition has not gone beyond such words as "spectres," "assignees," "hypocrites," and yet I fear that not a few of our Canadian youth, distressed by my relentless persistency, have come to regard me as a sort of persecutor; we may imagine, then, what the sense of persecution would be were the "open sesame" of the Providence High School to be adopted in all its fulness here—and such trial-words as the following propounded,—Some of them terrible to the eye and to vocal organs simply excruciating,—"zephyr," "synchronical," "buoyancy," "idiosyncrasy," "peripneumony," "phylactery," and so on through a grim array of some fifty words, more or less appalling in shape and sound. But then, we are told, "the Providence schools have a high character for the accuracy of their spelling." I hope the time may soon come when, under our improved system, the same praise may be justly challenged by us. I am sorry to give it as my opinion, that just now, we are more remote from it than it is pleasant to confess. I have no hesitation, then, in declaring it to be my strong conviction that the standard, as to English Grammar, ought to be raised in the case of those pupils who are to learn only the English branches in the High School, or to add one or more of the other modern languages to the study of their own; but what of those who are to study Classics, and of those especially who are to enter the University? There is a difficulty here which we must not attempt to conceal. I imagine that, if the standard be raised, as I propose, few pupils would be admitted to the High School under thirteen—an age very suitable for a higher English course with science—but would it be advisable to defer beginning Latin until that age? There are some men of sound judgment and experience who think that no time is lost by waiting till that age has been reached; that, the faculties being more mature—the physical frame better developed,—and so much having been done in English, the progress would be more rapid, and that the boy who commenced at thirteen, would be, at the age of sixteen, in as good a position as if he had commenced at ten. I will not attempt to dispute the soundness of that view, though I must confess that my own practice and experience do not recommend it to me. But why not have two standards? I shall refer again to Mr. Fraser's Report, and quote the following passage as bearing upon this point:

"The age of admission to the High Schools varies, but thirteen may be taken as the mean.

For admission to the Latin High School at Boston, a candidate must be not less than ten ; to the English High School, not less than twelve ; to the Girls' High School, not less than fifteen, nor more than nineteen ; to the Free Academy at New York, he must be fourteen. The qualifications for admission to the Latin High School are, that a boy 'shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, to understand mental arithmetic and the simple rules of written arithmetic, and be able to answer the most important questions in geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar is considered equivalent to that of English.' For admission to the English High School for boys, and the High School for girls, the terms are nearly the same ; 'certificates of age and moral character, and ability to pass a satisfactory examination in spelling, reading, writing, English Grammar, arithmetic, modern geography, and the history of the United States.'"

From what has been quoted above, the question naturally arises, if the adoption of two standards is found to answer with two distinct classes of schools, why should it not answer with two distinct divisions of the same school ? Of course it should be open to none but *bona fide* classical pupils to enter on the lower standard ; and all care should be taken to ascertain that there is an honest purpose to go on with the study of classics. But even supposing that some, having been admitted on the lower standard, should take up classical study for a time only, to drop it afterwards and seek admission to the English course ; such pupils, in order to be transferred, would have to meet the higher qualification, and the inspector could easily keep an account of the mode of admission in each case. Still a proceeding of this sort would impose upon the Grammar School master a preparatory work which ought to be done in the Common School, and as it might be surreptitious, it is to be hoped that very few would resort to it, as we may take it for granted that none would be permitted to resort to it with the knowledge of the county superintendent. In practice, I do not think that any great difficulty would arise in this way.

E.—IN WHOSE HANDS IS THE ADMISSION OF PUPILS INTO THE PROPOSED HIGH SCHOOLS TO BE PLACED ?

Hitherto the authority to admit pupils into the Grammar Schools has been in the hands of the Grammar School Inspector, admissions by the masters being provisional only, and subject to his confirmation. It has been proposed to make an important change in this respect, and, under the new law, to assign to the several County Superintendents of Common Schools the function of promoting to the High Schools. I may not be acquainted with all the reasons on which this change is based ; but the main object in view, and the chief advantage which is expected to be gained, is, doubtless, that the Inspector of High Schools, who, as Grammar School Inspector, has now more than he can attend to, will be relieved of a portion of his work, and that the most elementary, which, in some instances, consumes a large amount of time, and will thus be enabled to do more towards examining the proper work, and determining the status of the school. Whilst I deeply regret the Inspector's inability, under the severe pressure of his work, to do that work so as to fully satisfy himself, and to render his inspection that guarantee of efficiency which it ought to be ; and whilst I consider it most desirable, and, indeed, of urgent necessity, that relief should be afforded in some shape or other, I feel myself constrained to say, in the interest of the schools, that I fear it will operate prejudicially to both Common and High Schools, if the Inspector or Inspectors of the latter are to have nothing to say to promotions from the former. As to the inconvenience which pertains to the system at present in force, viz. : that the Inspector's work is excessive, and that the proposed change would, in many instances, materially reduce that work—I venture to submit—if the admission of pupils be properly, as I cannot but think it is, a function of his office—then the true remedy is to be found, not in alienating that function, but in appointing at least one additional Inspector. Let but one additional Inspector be appointed, and each will be in a position to discharge his duties with fair efficiency. The examination and admission of pupils is, it is true, elementary work, but it is very important work. It fixes the goal of the lower school, and the starting-point of the higher. It virtually decides whether the Common School has done its part, and in what condition the High School ought to receive those who are to be the recipients of the higher instruction it has to communicate. If the authority to admit

be entrusted to one man, uniformity, which, in itself, is a great thing, will be the result; in the hands of many, we shall have, if not different standards, yet different applications of the same standard. I do not think it is enough to say that the High School will be simply a step from the highest class of the Common School, the work of which will be strictly defined; for, though you define the work never so strictly, it seems to me that there will be different views as to what constitutes the accomplishment of that work. Nearly equal as the County Superintendents may be in attainments, they will differ, at least, in judgment and temperament: some will be strict and scrupulous; others will be indulgent, and more readily influenced by the natural desire that the schools of their respective counties may compare favourably with those of other counties in point of numbers and proportion of Legislative grant. This very apportionment, moreover, of the Legislative grant, will cause the inevitable diversity to be more keenly felt. I have spoken of competition between the different counties; may we not apprehend that this would give rise to an evil such as the Rev. James Fraser has described, in connection with promotions in graded schools of cities in the United States?—"There is a pretty general complaint (he tells us in his Report to the Schools Inquiry Commissioners) that the desire of teachers in all the grades to make rapid and numerous promotions, and the competition which exists between different schools of the same grade with this aim, have a mischievous influence upon the system; and, as a consequence, stringent rules are laid down by most of the Boards of Education to regulate the time and systems of promotion, which, however, do not appear to be thoroughly successful in checking the evil. The number of promotions from the Primary to the Grammar (intermediate) School with which it is connected, or again, from the Grammar School to the High School, is made by the public, and by the teachers among themselves, a test of their respective efficiency as compared with their neighbours; and hence the natural results of superficiality, and making 'more haste than good speed.'" But what affects me most as being, in my judgment, most prejudicial to the interests of the schools, is the check which the proposed change will put upon the efforts of the High School Inspector to elevate and improve that all-important education of our youth in the grammar and literature of their mother-tongue, which has been so much neglected. With the entrance examinations in his hands, he will have it in his power at once to protect the High School, and to stimulate its natural tributary and fountain of supply, the Common School, the teachers of which will be led to consider, with some interest and anxiety, what he expects, and to adapt themselves to the one uniform measure and style of proficiency which he exacts in his interpretation and application of the prescribed standard. It is no weak argument, I think, in favour of the view which I am led to take of this matter, that it is the view taken by our Grammar School masters without, I believe, a single exception. But there is one difficulty which, I confess, presents itself to my mind as arising out of the present method:—Boys and girls, whether fit or not for the Inspector, are pushed forward into the Grammar School at the stated periods, and in the numerous cases in which they are not fit, the task of getting them ready is thrown upon the Grammar School master. From the moment at which they enter the school, until the Inspector makes his visit, unless ample time for the preparatory process has been allowed by a late visit, these new recruits are objects of special interest—the *spes gregis* almost, for the time being—inasmuch as on the fate of each depends so much of government money; and thus the master is tempted to bestow less attention on the more advanced pupils, and to neglect, in some measure, his proper work, in order to undertake work with which it was never intended he should have anything to do. I cannot say that I have often met with this anomaly to such an extent as to do serious harm to the Grammar School, but I have had this extra labour assigned more than once as the cause of imperfection and failure in the regular Grammar School work. It certainly would be well to make this state of things impossible for the future; and I do not see how that can be done without the intervention of the County Superintendents. But why take the preliminary examination altogether out of the High School Inspector's hands, if there be any prospect of his work being curtailed by the appointment of an additional Inspector? Why should not the County Superintendents designate those whom they consider fit for promotion, and the High School Inspector admit?

F.—NECESSITY FOR ENLARGED PROVISION FOR INSPECTION.

In your "Special Report," published in 1868, you declare your conviction that inspection, in the very satisfactory form in which it exists in Holland, "is the life, the soul of the Dutch system, as it must be of any efficient system of public instruction." Entertaining so strongly as you do this conviction, you cannot but be anxious—as indeed I know you are—to do all in your power towards extending and improving the necessarily imperfect system of inspection which is all that the Grammar Schools of Ontario at present enjoy. You have recommended, and will doubtless be seconded by the Legislature of the Province in establishing, a greatly improved system of inspection for the Common Schools,—a provision, in fact, so far beyond the present notoriously inefficient one that we may hope it will have a most marked influence in raising our Common Schools. I should be glad to cherish the hope that the improvement thus attempted, and likely to be carried out, in connection with our elementary schools, will be extended to our high schools, so that every chance, under circumstances the most favourable, may be given them to do their work well and to make up for the shortcomings of the past; and perhaps it may be well now, when we are on the eve of material changes, to follow up the efforts made in this direction by my predecessor, and to bring the subject again before the public mind. A feeble voice here and there has been raised in England against State inspection on the ground, which there is no sufficient evidence to sustain, that such inspection is not liked generally by parents, and that it discourages men from seeking the mastership of schools subject to such inspection. These statements rest upon the smallest basis imaginable. So far from government inspection being distasteful to really qualified men seeking masterships, we are told, on good authority, that "it used to be a common complaint on the part of trustees of endowed elementary schools in Cumberland and Westmoreland, which were at one time excluded by their endowments from obtaining annual grants, and were thus unable to reckon on an annual visit from an inspector, that they could not secure or retain the services of efficient schoolmasters at reasonable salaries, because such men would not stay in a school which was not under government inspection. A similar difficulty has been experienced by the Congregationalists and other bodies who wished to support efficient schools, but objected to government inspection, in getting properly qualified teachers to accept or retain their schoolmasterships." That parents should object to that supervision of the schools by competent and independent officers which is one of the best possible guarantees that their children will be well taught, is incomprehensible, as it is certainly very far from being the fact. That men who wish to obtain schools, but feel they are not qualified to raise a school to that status which a government inspector would be justified (all circumstances of position and material being considered,) in requiring, is much more easily understood; that there are some men amongst the 101 head masters of our Grammar Schools who may meet the inspector at his official visit with that courtesy which I have not failed to receive in a single instance, but would much prefer, notwithstanding, being left to themselves, I cannot deny; but of this I am firmly persuaded that a large proportion of our masters desire nothing more earnestly than that the system of inspection should be the most efficient they can have, as well as that the reports sent in to the department by the inspector, might be made to tell with direct and decided effect on their own reasonable hopes of advancement and on the prosperity of the schools. These men feel that they are doing their work honestly and well, and what they particularly desire is, that their work, in its every branch, may be thoroughly inspected by a man able to judge of it and disposed to do them justice; so that, far from shrinking from government inspection, they cordially invite it, and are glad to have it as comprehensive and as searching as it can be rendered. But one inspector, from whom two visits each year are exacted, cannot do justice to 101 schools; no matter how vigorously a man may throw his energies into the work, such inspection cannot be efficient. No doubt a salutary impression may be made upon a school even by that inspection, but a comprehensive and accurate estimate of all the work done in each school, is simply impossible; and, as to payment for results—a principle which has been adopted with good effect in England—that, of course, is out of the question. And yet I am convinced that our schools will not give us full satisfaction until that principle has been adopted, in conjunction with average attendance, as the basis on which the apportionment of the legislative

APPENDIX B.

THE NORMAL SCHOOL FOR ONTARIO.—ITS DESIGN AND FUNCTIONS.

(Prepared by John Herbert Sangster, Esq., M.A., M.D., Head Master.)

This Institution is designed to train Common School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a *training school*, rather than a mere school of instruction, in the ordinary sense of the term, the majority of those received as students-in-training are so deficient in scholastic attainments that it is found necessary to include in its course of instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Common School study. It is conceded by all who have devoted any attention to the subject that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demands on the part of those who would become educators of youth, the Normal School Masters are compelled to supplement, by lectures on the different branches of study embraced in an ordinary English education, the early training or want of training of those who enter its walls. Every lecture, therefore, given in the Normal School is delivered with a two-fold object:—

1st. To convey to the class of students-in-training a certain amount of information on the subject on which it treats; and

2nd. To give this information in such a manner, that making the necessary allowance for differences of age and attainments, it may serve as a *model* of the method in which the same subject is to be discussed before a class of children.

TERMS OF ADMISSION, &c.

Two sessions are held each year—the first commencing on the 8th January and closing on the 15th June, and the second beginning on the 8th August and terminating on the 22nd December. Females over sixteen years of age, and males over eighteen years of age, who present certificates of moral character from their clergymen, are eligible for admission upon successfully passing the entrance examinations. No charge is made for tuition, and the students are supplied by the department with such text-books as they require at half the usual price. If admitted, each student is required to sign a declaration that in coming to the Institution his object is to better qualify himself for the discharge of his duties as a teacher; that it is his intention to devote himself to the profession of teaching in Canada; and that he will strictly keep all the rules and regulations of the Institution. (The form of admission and other forms and papers will be found at the end of the examination papers.)

EXAMINATIONS.

The Entrance Examination is held on the third and fourth days after the opening of the session (the first two days being occupied in receiving names, &c.), and after it commences no new applications for admission are entertained. This, like all the other examinations of the school, is in writing on printed questions, and although the requirements for entrance are not very formidable, the papers are read with such strictness that, upon an average, one in ten is sent back for further preparation. After the work of the session commences, written test examinations are held once every six weeks, and on these occasions all who are found to have fallen behind the class, either through carelessness or want of ability, are required to withdraw for the remainder of the term. Thus only those arrive at the close of the term who can proceed to the final examination with a reasonably good prospect of obtaining a certificate to teach. Taking one session with another, about one-fifth of those actually admitted at the commencement drop off before the close, either through ill-health or inability to keep up with the work of the term, while of those who write at the final examinations, only about five-sixths are successful in obtaining certificates.

CLASSIFICATION OF STUDENTS.

The students in attendance are sub-divided into one senior and one junior divisions—the former consisting, for the most part, of those who have already spent one or more sessions in the Institution, and who hold second or first certificates therefrom. New comers, who are found, upon examination at the commencement of the session, to be sufficiently far advanced, are admitted to the senior class, but few are found competent to successfully prosecute the work of that division until after they have studied for one or two sessions in the junior class.

THE GOVERNING BODY AND TEACHING STAFF.

The Consolidated Common School Law enacts that “The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than *nine* persons (of whom the Chief Superintendent of Education shall be one) to hold office respectively during pleasure, and such Council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Governor.”

The members of the Council thus appointed are as follows:—Rev. Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education ; Most Rev. John Joseph Lynch, D.D., Roman Catholic Archbishop of Toronto ; Very Rev. Henry James Grassett, B.D., Dean of Toronto ; Hon. Mr. Justice Morrison, Presbyterian Church of Canada ; Rev. John Jennings, D.D., United Presbyterian Church ; Rev. John Barclay, D.D., Church of Scotland ; Hon. Wm. McMaster, Senator, Baptist Church ; Ven. Thomas B. Fuller, D.D., D.C.L., Archdeacon of Niagara ; Rev. John McCaul, LL.D., President of University College, and the Presidents of the other Colleges affiliated to the University of Toronto, *Ex-Officio Members for Grammar School purposes* ; Alexander Marling, LL.B., *Recording Clerk*.

The Act empowers this Council :—“To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one or more Model Schools, for the instruction and training of teachers of common schools in the science of education and the art of teaching.” It also authorizes the Council : “To make from time to time the rules and regulations necessary for the management and government of such Normal School ; to prescribe the terms and conditions on which students will be received and instructed therein ; to select the location of such school, and erect or procure and furnish the buildings therefor ; to determine the number and compensation of teachers, and of all others who may be employed therein ; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such school.” And it requires the Council “To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the receipt and expenditure of all moneys granted for the establishment and support of the Normal School.”

The same Act directs the Chief Superintendent of Education :—“To take the general superintendence of the Normal School ; and use his best endeavors to provide for and recommend the use of uniform and approved text-books in the schools generally.” It makes him also “responsible for all moneys paid through him in behalf of the Normal and Model Schools,” and requires him “to give such security for the same as the Governor may require.” It further declares that :—“The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification which shall be valid in any part of Upper Canada until revoked ; but no such certificate shall be given to any person who has not been a student in the Normal School.”

The teaching staff of the Normal School consists of a Head Master, a Second Master and other teachers, as follows :—John Herbert Sangster, M.A., M.D., Head Master ; Rev. Wm. H. Davies, B.D., Second Master ; J. Geo. Hodgins, LL.D., Barrister-at-Law, School Law Lecturer ; William Armstrong, C.E., Drawing Master ; Samuel Clare, Teacher of Book-keeping and Writing ; Henry Francis Sefton, Music Master ; Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

On Friday afternoon of each week the ministers of the different denominations meet their respective classes for religious instruction. The exercises are opened each day by reading a portion of the Holy Scriptures, and a form of prayer sanctioned by the Council of Public Instruction.

The sub-division of the school day among the various subjects of study may be seen from the following :—

PROGRAMME OF LECTURES IN THE NORMAL SCHOOL FOR ONTARIO.

Forty-fourth Session, August to December, 1870.

HOURS OF LECTURE.	MONDAY.		TUESDAY.		WEDNESDAY.		THURSDAY.		FRIDAY.		SATURDAY.
	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	
From 8 to 9 A.M.	Education.		Natural Philosophy.		Education.		Natural Philosophy.		Education.		School Drill.
From 9 to 10 A.M.	Arithmetic.	Grammar.	Algebra.	History.	Arithmetic.	Grammar.	Algebra.	History.	Reading.	Algebra.	
From 10 to 11 A.M.	Grammar.	Arithmetic.	History.	Algebra.	Grammar.	Arithmetic.	English Literature.	Algebra.	History.	Arithmetic.	
From 11 to 11.45 A.M.	Chemistry.	Geography.	Music.		Chemical Physics.	Geography.	Music.		Chemical Physics.	Reading.	
From 11.45 A.M. } To 12.30 P.M. }	Geography.	Recapitulation.	Book-Keeping.		Chemistry and Calisthenics.	Geometry.	Book-Keeping.		Geography.	Practice in Use of School Apparatus.	
From 1.30 to 2.30 P.M.	Linear Drawing.	Geometry.	Composition.		Linear Drawing.	Reading.	Geometry.	Writing.	Composition or Dictation.		
From 2.30 to 3.15 P.M.	Geometry.	Writing.	School-Law.		School Drill.		—		Religious Instruction.		

NO FURTHER LECTURES ON SATURDAYS.

COURSE OF STUDY.

The course of instruction includes Reading, Writing, Arithmetic, Grammar, History, Geography, History of English Literature, Education (including leading principles of Mental and Moral Philosophy), Algebra, Geometry, Mensuration, Natural Philosophy, Chemistry, Chemical Physics, Principles of School Law, together with Vocal Music, Drawing and Calisthenics for females and Military Drill for males.

The requirements for entrance and final examinations on these several subjects can be seen by a reference to the following programme of course of study, and more fully by reference to the sample set of examination papers given in the Appendix at the close of this.

PROGRAMME of the Entrance Examination and Course of Study in the Normal School for Ontario.

(Approved by the Council of Public Instruction, on the 24th day of August, 1858.)

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
ENGLISH	Read with ease and fluency Parse a common prose sentence according to any recognized authority	Read Prose with correct emphasis, intelligence, and inflection of voice. Rules of Spelling (Spelling-book superseded.) General principles of the philosophy of Grammar. Analyze and parse any Prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject, with correct Punctuation.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Languages—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of Construction. Structure of Propositions and Sentences. Etymology—Changes effected in Roots. Correct Letter-writing, as regards Composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING	Write legibly and readily and correctly.	To Write a bold, rapid, running hand.	
GEOGRAPHY	The definitions—general knowledge of the relative positions of the principal countries, with their capitals—the oceans, seas, rivers and islands.	The relative positions of all the countries of the world, with their principal cities and physical features; the Islands—Hodgins' Geography; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, the United States and British Colonies (Hodgins)—Rudiments of Physical Geography—Structure of the Crust of the Earth.
HISTORY	None	General History of the World, from the Creation to the present time, as sketched in the Fifth Book of Lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING	None	The general principles of the science of Education—General plan of School Organization—Practice of Teaching, as exemplified in the Model School.	The Science of Education applied to the Teaching of Common Schools—Methods of Teaching the different branches—Practice thereof as exemplified in the Model School—Organization of Central Schools—Dimensions and Structure of School-houses—Furniture and Apparatus.

PROGRAMME, Studies, &c.—Continued.

SUBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
*MUSIC	None	Hullah's System	Hullah's System.
DRAWING	None	None	Facility in making Perspective Outline Sketches of common subjects.
BOOK-KEEPING..	None	The Rudiments	Single and Double Entry.
ARITHMETIC AND MENSURATION	Fundamental Rules, Vulgar Fractions, and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.), Square and Cube Roots, Mensuration of Surfaces and Mental Arithmetic.	Review past subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
ALGEBRA	None	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trinomials, Resolution into Factors, Involution, Square of Multinomials, Expansion of $(a+b)^n$, Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{a}{b}$, ∞ , and $=$, Simple Equations.	Review past subjects of Junior Division—Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations.
EUCLID	None	Books I. and II. with Exercises (Potts').	Books III., IV., VI., and Definition of B. V. Exercises on Six Books (Potts).
NATURAL PHILOSOPHY	None	Properties of Matter, Statics, Hydrostatics, Dynamics and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
CHEMISTRY	None	None	Constitution of Matter, Chemical Nomenclature, Symbols, Laws of Combination, Chemical Affinity, Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine, and their principal compounds. Nature of soils, of Organic Bodies, Germination of the Seed, Development of the Plant, source of Carbon, Hydrogen and Nitrogen, &c., in Plants, products of vegetable growth, Woody Fibre, Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, action of Manures &c.

* Not required of those who are naturally disqualified,

**LIST OF TEXT BOOKS USED IN THE NORMAL
SCHOOL FOR ONTARIO,**

Which are supplied to Teachers in Training at half-price:

A set of Readers.
Companion to Readers.
Authorized English Grammars (Introductory and Advanced).
Lovell's General Geography.
Hodgins' History of Canada.
Sullivan's Geography Generalized.
Sangster's Arithmetic.
Potts' Euclid.
Sangster's Mensuration.
Sangster's Algebra.
Sangster's Philosophy, Parts I. and II.
Sangster's Rudimentary Chemistry.
Sefton's Manual of Music.
A Slate.
Two Dictation Books.
Two Note Books.
Two Writing Books.
Drawing Materials.
Two Book-keeping Books.

**ADDITIONAL QUALIFICATIONS FOR HONOUR
FIRST-CLASS PROVINCIAL CERTIFICATES.**

I.—Each Candidate to have held an Ordinary First-Class Provincial Certificate, Grade A, for one year.

II.—To give evidence of having been a successful Teacher.

III.—To stand an Examination in the following subjects, in addition to those necessary for an Ordinary First-Class Certificate, viz:

1. English History and Literature (Collier).
2. Canadian History and Geography (Hodgins).
3. Outlines of Ancient and Modern History and Geography.
4. Latin Grammar (Harkness), and Books IV., V. and VI. of Caesar's Commentaries.
5. Outlines of Geology (Lyell & Chapman's), and Astronomy (Mosley's).
6. Science of Teaching, School Organization, Management, &c., including a knowledge of the leading principles of Mental and Moral Philosophy.
7. Easy Lessons on Reasoning.
8. Algebra—General Theory of Equations, Imaginary Quantities (Sangster's and Todhunter's).
9. Euclid—Books XI. and XII.
10. Trigonometry as far as solution of Plane Triangles (Colenso).
11. Inorganic Chemistry, Sangster's Inorganic, Brand and Taylor's for Organic.
12. The Principles of Book-keeping, Music and Drawing.

REGULATIONS TO BE OBSERVED BY STUDENTS.

Students are permitted to board only in houses which are specially licensed for that purpose by the Council of Public Instruction.

All students are required to be in their respective boarding houses by 9.30 p.m.

Students are not permitted to indulge in games, or in practical jests, which are calculated to annoy their class mates, or to excite ill-feeling.

Students are not permitted to attend evening lectures, or to go to places of amusement in the evening, or to absent themselves from their respective boarding houses for the night, without the express permission of the Head Master first obtained.

Male and female students are not permitted to communicate with one another, either verbally or in writing, or in any other way, during the session; nor are female students permitted to form any new male acquaintances during their attendance at the Institution.

All students are required to keep their desks clean and neatly arranged, to refrain from all talking or whispering, &c., during lecture and recitation, to maintain a proper attitude and bearing in class, and to refrain from all habits that are in any way offensive and objectionable; to diligently prepare his work from day to day, and to conform cheerfully to all the special requirements of the masters.

Inattention to these regulations is followed by a report of the delinquency to the Chief Superintendent, and suspension or dismissal from the school, as in his judgment seems best.

CERTIFICATES AND AVERAGE LENGTH OF ATTENDANCE.

The certificates given are divided into first and second class, and each class is subdivided in three grades, indicated respectively by the letters A, B and C. Thus, beginning with the lowest and proceeding to the highest, they run, second class, grade C; second class, grade B; second class, grade A. First class, grade C; first class, grade B; and first class, grade A. All of these are legal authorizations to teach in any part of the Province of Ontario, and, with exception of grade C, of second class, are valid until revoked by the Chief Superintendent. Second class certificates, grade C, are only valid for one year from date of issue.

The time required to take a certificate depends, of course, upon the attainments and ability of the student, and the grade and class to which he aspires. To obtain a first class grade A, the *average* time taken is between three and four sessions. A few have taken such certificate in *one* session, but the majority require four, five and even six sessions. The average time required to take a second class certificate, grade A, is about two sessions.

Very few spend only one session at the Normal School. In most cases, students return for a second, and, in many cases, a third or fourth session. The certificates are awarded at the close of the session by a Committee of Examiners, of which the Head Master and Second Master of the Normal School are members. The examination lasts for six days, during each of which the students write for six hours. The papers are subsequently carefully read by the examiners, and a value, varying from one—the highest—to six—the lowest—is assigned to each. These marks, or values, are entered in appropriate columns in a book, called the "Certificate Record," which is kept for that purpose, and which serves not only to give a condensed view of the results of the examination in each individual case, but also for subsequent reference when any question arises as to the standing of a teacher in any particular branch, when he was in attendance at the Normal School. The grade and class of the certificate awarded depends partly on the standing attained at this final examination, (chief importance being attached to the marks awarded for Education, Aptitude to Teach, Arithmetic, Reading and Spelling, Grammar and Composition) and partly on the character the individual has earned for himself as to quickness and general ability as a teacher.

The examination papers (of which a sample set will be found at the end of this appendix), are so constructed that the best students in the class can be fairly expected to complete their answers within the time (usually three hours) assigned to the paper. The value given to the written papers (and set down on the margin of the certificate, *one* being the highest mark given and *six* the lowest) would run somewhat as follows: for 80 per cent. or over, *one*; 65 to 80 per cent., *two*; 50 to 65 per cent., *three*; 40 to 50 per cent., *four*; 30 to 40 per cent., *five*; and less than 30 per cent., *six*. The examiners hesitate to award certificates to any one who may have received *five* or *six* in any essential branch, and refuse absolutely to give certificates to those who have merited either five or six in aptitude to teach, spelling, arithmetic or grammar.

SPECIAL PREPARATIONS FOR DUTIES AS TEACHERS.

It has already been pointed out that every lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a *model* of the manner in which the teacher may treat the same subject before a class of children. In addition to this, however, the students-in-training receive a thorough course of lectures on the science and art of teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled teachers, they are required to take charge of the various classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

The lectures on education in the Normal School embrace the following course:—

- I. Art of teaching; characteristics of the successful teacher; qualification, manners, habits, temper, tone of mind, &c., &c.
- II. Modes of securing co-operation of pupils; how to secure attention; how to interest class.
- III. Intellectual teaching—in what it consists; how secured.
- IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.
- V. Mode of receiving answers, and of criticising them; requirements by way of answering.
- VI. Correction of errors; recapitulations, &c.
- VII. How to teach—(a) reading; (b) spelling; (c) arithmetic; (d) grammar; (e) composition; (f) writing; (g) history; (h) geography; (i) geometry; (j) algebra; (k) philosophy; (l) object lessons; (m) other subjects.

VIII. Organization of schools ; classification of pupils ; monitor teachers—their use and abuse ; school buildings and arrangements ; school furniture and apparatus, &c., &c.

IX. School management ; time tables and limit tables ; school rules ; school register ; roll book ; visitor's book ; school discipline ; rewards and punishments.

X. Principles of mental and moral philosophy, as far as applicable to the elementary school-room; mental, moral and physical culture of childhood.

XI. General principles of education.

The above course embraces in all about seventy lectures, of one hour each.

The students in attendance are divided into classes of about nine each, under the superintendence of a *leader*, whose duty it is to get the lessons assigned to his class, and distribute them, the day before they are to be taught, among the members thereof, so as to give them time for preparation. The classes go alternately to the Model School, each spending a complete day there in rotation. The class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several divisions of the Model School. Thus every student knows the night previously what division he is to be attached to the following day,—what lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moreover, as no student is required to teach any subject *the method of teaching* which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the session mainly falls to those members of the class who have already passed one or more complete sessions in the institution—the new comers for the time being merely looking on and familiarizing themselves with the working of the school; towards the close of the term, however, the teaching in the Model School is mainly confined to the new-comers.

The results of each lesson given is entered in the "Model School Training Register," one page of which is assigned to each student-in-training. The book is ruled as below:—

MODEL SCHOOL FOR ONTARIO.

TRAINING REGISTER

No.

Class.

Session

SPECIAL REPORT OF CLASSES TAUGHT.

[illegible]

FINAL REPORT.

has, during the past Session, taught of the classes assigned to
 with efficiency success. manner is , language , power of sus-
 taining attention in a class is painstaking, anxious to excel,
 quick in detecting errors, thorough in their correction. displays
 energy in conducting a recitation, facility in communicating instruction, and giving
 explanations. teaches with clearness, force, effect. ideas of order are
 , power of managing a class , ability to economize time, and secure improve-
 ment, In my opinion will make a teacher, and, for power, capability,
 and aptitude to teach, as evinced in the Model School, I would rank as rate.

Head Teacher, Model School.

and the numbers are entered in the appropriate columns by the Model School teachers, from *one*, implying great excellence, to *six*, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such *private* commendation or admonition is by him awarded to the students-in-training as each case seems to merit. When the student indicates, by his course in the Model School, that he is not likely to make a useful teacher, he is recommended to withdraw.

To supplement these training exercises, the students are, as often as practicable, divided into sections—each of which is taught in some assigned subject—by the members thereof in succession, in presence of the Masters of the Normal School. At the close of each lesson the students are required to criticise the manner in which it was taught, and offer suggestions for improvement thereon, &c.

At the close of the session the mark awarded for aptitude to teach is determined, partly by the Model School Report (the blank form is given above), partly by the success and energy with which each student conducts the class recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.

SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS.

No. 1.

EXAMINATION PAPERS FOR ENTRANCE EXAMINATION.

ARITHMETIC—JUNIOR DIVISION.

1. Write down as one number seven trillions two millions seventy thousand and one, and seven hundred and twenty thousand five hundred and six *tenths of trillionths*.
2. Reduce 7161714 inches to acres.
3. Divide 714.37 by .00694 and carefully mark the position of the decimal point.
4. Find the value of $7\frac{1}{2} + 9\frac{1}{7} - 6\frac{2}{3} + 1\frac{1}{2} - 11\frac{3}{8} - 6\frac{2}{5} - 9\frac{7}{14} + 16\frac{5}{16}$.
5. Find the *l. c. m.* of 3, 6, 9, 12, 15, 18, 24, 27, 30, 36, 48, 45, 60 and 72.
6. Divide \$791.86 between A, B and C, so as to give C \$91.86 more than three-fifths of the shares of the other two; and so as to give A \$50.80 cents less than B.
7. Find the value of $\frac{7\frac{3}{4}}{9\frac{2}{3}} \times \frac{8\frac{3}{7}}{4\frac{1}{2}} \div 2\frac{6}{31}$.
8. If \$78.96 pay for $17\frac{1}{2}$ yards of cloth, how much should be obtained for \$125.82?

No. 2.

ENTRANCE EXAMINATION.

ARITHMETIC—SENIOR DIVISION.

1. Find the value of $6\frac{2}{3} + 11\frac{1}{2} - 16\frac{2}{7} - 4\frac{3}{8} - 9\frac{1}{4} + 7\frac{3}{5} - 5\frac{1}{2} + 8\frac{1}{4} - 2\frac{3}{7} + 4\frac{1}{5} - 3\frac{1}{7} + 20\frac{4}{7}$.

2. Divide \$7169.82 among A, B, C and D, so as to give A \$169.82 more than $\frac{2}{3}$ ths of the other three shares ; B \$20.40 less than half the remaining two shares, and C \$7.80 more than D. What is the share of each ?
3. Divide 71.417 by .98762 *duodenary* scale, and carefully mark the position of the separating point in the quotient.
4. Find the cube root of $716\frac{2}{3}\frac{1}{10}$ true to two places to the right of the separating point.
5. Find the *l. c. m.* of all the *multiples* of 4 and 5 from 4 to 64 inclusive.
6. In what time will any sum of money amount to $10\frac{1}{2}$ times itself at $6\frac{1}{2}$ per cent., simple interest. Answer in years, months and days.
7. If 7 men in 5 weeks, working 6 days per week, and $10\frac{1}{2}$ hours per day, can dig 40 acres of land, how much ought 11 men dig in 7 weeks, working 5 days per week, and $11\frac{1}{2}$ hours per day ?
8. Find the value of .627625 of £5 17s. 6d.
9. What sum must be put on the face of a note, drawn for three months, in order that, discounted at once by the bank at 7 per cent. per annum, its immediate proceeds may be \$888.88 ?

No. 3.

ENTRANCE EXAMINATION.

GRAMMAR AND COMPOSITION—JUNIOR DIVISION.

1. Of how many syllables may a word consist ?
2. Give a general rule for dividing words into syllables.
3. How may COMMON NOUNS be made equivalent to PROPER NOUNS ?
4. Explain, by example, what is meant by PERSONIFICATION.
5. (a) What is meant by an *Appositive* ? (b) What is the rule affecting such a word ?
6. Parse the word "Queen" in the following : The Queen of England's Crown.
7. How do the REFLEXIVE and the RECIPROCAL Pronouns differ from one another ?
8. How do the *Progressive* and the *Emphatic* forms of a verb differ ?
9. (a) How does the INFINITE MOOD differ from the others with respect to its subject ?
(b) Parse "him" in the following : I saw him do it.
10. (a) What tenses are known by their signs ? (b) What are those signs ?
11. Analyze the following, and parse the words in italics :
"At length *all* is over ; the redoubt *has been recovered* ; *that* which was lost is found *again* ; the jewel which had been made captive is ransomed *with* blood. *Crimsoned* with glorious gore the wreck of the conquering *party* is relieved and at liberty to *return*."—DE QUINCY.

COMPOSITION.

Write a short composition on the following subject :—"Should a parent be compelled to educate his children ?"

No. 4.

ENTRANCE EXAMINATION.

GRAMMAR AND COMPOSITION—SENIOR DIVISION.

1. State clearly the specific duty of each division of Grammar.
2. (a) Name the Parts of Speech that are inflected. (b) Define those Parts of Speech.
(c) Give the inflections which belong to each.

3. Write the plural of each of the following Nouns, giving your reason for the spelling :
Stomach, latch, hero, alkali, index, cherub, dilettante.
4. Compare three adjectives *regularly* and three *irregularly*.
5. (a) Inflect the Personal Pronouns in the *Plural*. (b) Name the COMPOUND RELATIVE, the RECIPROCAL and the INDEFINITE PRONOUNS.
6. Why cannot INTRANSITIVE VERBS have a *Passive Voice*?
7. Name the *Simple* and the *Compound* Tenses.
8. Conjugate the following Verbs, stating whether they are *Regular* or *Irregular*: Run, cleave, begin, fall, fell, arrive.
9. Analyze the following, and parse the words in italics: The *science which teaches* the rights and duties of men and of States has, in *modern* times, been called "the law of nature and nations." Under *this* comprehensive title *are included* the rules of morality as they prescribe the conduct of private men towards *each other* in all the various relations of human life; *as* they modify the intercourse of independent commonwealths in peace, and *prescribe* limits to their hostility in war.

COMPOSITION.

Write a short Composition on the following subject: "Should a parent be compelled to educate his children?"

No. 5.

ENTRANCE EXAMINATION.

GEOGRAPHY—JUNIOR DIVISION.

1. Name and define the GREAT CIRCLES that may be conceived to be drawn upon the Globe.
2. (a) What do you understand by the axis of the earth moving parallel to itself.
(b) What angle is measured by the arc of $23\frac{1}{2}$ degrees?
3. How are degrees of LONGITUDE reduced to statute miles?
4. Give the boundaries and political divisions (with capitals) of EUROPE.
5. Sketch the water system of NORTH AMERICA.
6. Give the exact position of the following:—

LAKES—Constance, Baikal, Titicaca.
CAPES—Catouche, Race, Naza, Severo.
CITIES—Berlin, Edinburgh, Kingston, Quebec.
GULFS, &c.—Lyons, Genoa, Darien, St. Matthias.
STRAITS—San Juan de Fuca, Bonifacio, Magellan.

No. 6.

ENTRANCE EXAMINATION.

GEOGRAPHY AND HISTORY—SENIOR DIVISION.

GEOGRAPHY.

1. Give the position of the TROPIC of CAPRICORN and the ARCTIC CIRCLE, and state of what each is the limit.

2. (a) What is meant by the *plane* of the earth's orbit? (b) What is the position of the earth's axis with respect to this plane?
3. Explain the terms APHELION and PERIHELION.
4. What is meant by the SUN'S DECLINATION?
5. Explain the formation of DEW.
6. What does the term 'Rock' embrace in Geology?
7. What is the position of rocks belonging to the TERTIARY FORMATION?
8. Sketch briefly the water system of ASIA.
9. Give the boundaries of S. AMERICA; also give its countries, with their relative position, and capitals.
10. What Islands lie off the east coast of each of the Continents?
11. Name the Capes in EUROPE and AMERICA that run *South*.

HISTORY.

1. Give a brief sketch of the Israelites under the government by Judges.
2. (a) Name the seven traditional kings of Rome. (b) When did the Republican and the Imperial form of Government respectively cease? (c) Give names of the Triumvirs with dates.
3. Sketch briefly the *third* invasion of Greece by the Persians.
4. Give dates: The Norman conquest; the introduction of Printing; the dissolution of the Long Parliament; the death of Napoleon; the accession of Queen Victoria; the confederation of the Provinces of Canada.

No. 7.

ENTRANCE EXAMINATION.

ALGEBRA—SENIOR DIVISION.

1. Resolve $a^3 - m^3$ into the greatest possible number of elementary factors.
2. Simplify $a - \left\{ -(-a - m) \right\} - \left\{ -(- \left\{ -(-a) - m \right\} - a) - a \right\} - m \right\}$
3. Simplify $3(a - 2b)(a + 2b) - 7(3a - 2b)^2 - 4(3a + 2b)^2 - 5(3a - 5b)(5b + 3a) - 4(2a - 7b)(7b - 2a)$.
4. Divide $34a^2x^3 + 12a^5 - 22a^4x + 21ax^4 - 25a^3x^2$ by $4a^2 - 2ax - 7x^2$.
5. Find the G. C. M. of $10x^4 - 29x^3 + 16x^2 - 15x$, and $6x^5 - 19x^4 + 4x^3 + 15x^2$.
6. Given $4x - \frac{7x - 3}{7} + \frac{3\frac{1}{2} - 11x}{5} = \frac{7x - 13}{5} - \frac{3x + 16}{3\frac{1}{2}}$ to find the value of x .
7. Given, $3x - 4y = 16$, and $4x + 7y = 4m$, to find the values of x and y .
8. Find a number such that, the right hand digit being the greater by 2, when 18 is added to the number its digits are inverted.

SPECIMENS OF NORMAL SCHOOL EXAMINATION PAPERS FOR CERTIFICATES.

TIME (IN MOST CASES), THREE HOURS.

No. 1.

ARITHMETIC—JUNIOR DIVISION.

1. Give and prove the rule for finding what principal will amount to a given sum at a given rate per cent. in a given time.
2. Give and prove the ordinary rule for Equation of Payments.

3. Prove that if any four quantities are in proportion the sum of the first and second is to their difference as the sum of the third and fourth is to their difference.
4. Define what is meant by "Compound Proportion."
5. Give and prove a rule for finding the Greatest Common Measure of two or more numbers.
6. What multiplier in the *quaternary* scale will make the sum $4\cdot27$ *octenary* and $5\cdot35$ *senary* equal to unity?
7. In what time will any sum of money amount to $16\cdot913$ times itself at $7\cdot29$ per cent. simple interest? Answer in years, months and days.
8. Extract the Cube Root of $727\frac{191}{1000}$ *duodenary*, true to two places to the right of the separating point.
9. If 11 men in 5 weeks, working $9\frac{3}{4}$ hours per day, can dig 75 acres of land, how much land ought to be *trenched* in 7 weeks by 16 men, working 6 days per week and $8\frac{1}{2}$ hours per day, assuming that it takes as long to trench one acre as to dig 2 acres, 1 rood, 15 perches?
10. Find the *l. c. m.* of all the multiples of 5 and 6 from 5 to 35 inclusive.
11. I own \$40000 Montreal Bank Stock, and I instruct my agent to dispose of it at a premium of 35 per cent., and after deducting his commission on the sale, at $2\frac{1}{4}$ per cent., and his brokerage on the ensuing purchase at $\frac{1}{8}$ per cent., invest the balance in Montreal Insurance Company's Stock at a premium of 25 per cent.,—now, if the M. B. pays a dividend of 14 per cent., and the M. I. Co. a dividend of 10 per cent. per annum, what difference does the transaction make in my income?
12. Find the value of $0\cdot625625$ of 2 lbs., 4 oz., 1 scr.
13. What is the difference between $\frac{2}{3}$ of $\cdot35$ of $\frac{4}{5}$ of $\frac{91}{100}$ of $\frac{7}{8}$ of £2 16s. 8d., and $\frac{3}{4}$ of $5\cdot7$ times $\frac{4}{11}$ of $\frac{2}{7}$ of $\frac{9}{10}$ of $\frac{1}{6}$ of \$5·00.
14. Find how many bushels of wheat worth 90 cents there are in a 1000 bushels of a mixture worth 95 cents, and containing also wheat worth 98 cents, 92 cents and 85 cents per bushel.

No. 2.

ARITHMETIC AND MENSURATION—SENIOR DIVISION.

1. Give and prove the common arithmetical rule for finding the time at which any sum of money will amount to a given number of times itself at a given rate per cent., Compound Interest.
2. Give and prove a rule for finding the number of terms in a geometrical series when the first term, last term and common ratio are given.
3. Explain the origin of the constant multipliers used in the extraction of the cube root.
4. What are logarithms? Give and prove the rule for determining the characteristic of a logarithm.
5. Give and prove a rule for summing an arithmetical series when the last term, first term, and number of terms are given.
6. What multiplier in the *senary* scale will make $4\cdot34$ *quinary* greater by unity than $4\cdot37$ *octenary*?
7. Extract the square root of $4271\frac{2129}{1176}$ *undenary* true to three places to the right of the separating point.
8. A merchant in Toronto wishes to remit \$6198·80 to London, and direct exchange is at a premium of $9\frac{3}{4}$ per cent. He finds that he can remit to Paris at $18\frac{1}{4}$ cents per franc, thence to St. Petersburg at 4 francs per ruble, and thence to London at $5\frac{1}{4}$ rubles per £ sterling. He also finds that he can remit to St. Petersburg at 72 cents per ruble, thence to Hamburg at 49 rubles for 100 marcs banco, and thence to London at 1s. 5d. sterling per marc banco. How had he better remit, and what advantage does he gain by either route?

9. Give the logarithm of $\frac{4}{5} = \bar{1}903090$; log. of $\frac{3}{7} = \bar{1}455932$; log. $\frac{7}{9} = \bar{1}890855$; log. $\frac{2}{11} = \bar{1}435728$. Find logarithms of 5, 12, $50\frac{1}{2}$, and 4.312.
10. In what time will any sum of money amount to $9\frac{6}{11}$ times itself at 8 per cent. per half year, Compound Interest?
11. Find the value of 72 acres, 3 roods, 37 perches, 15 yards, 1 foot, 18 inches of land at \$7.60 per acre.
12. Find a number such that when its $\frac{2}{3}$ is increased by 11, the sum is greater by 5 than its $\frac{5}{8}$ diminished by 60.
13. What sum must be put on the face of a note drawn at 7 months, 14 days, in order that discounted by the bank at rate of 7 per cent. per annum, its immediate proceeds may just pay the premium of insurance at $4\frac{1}{2}$ per cent. on property worth \$25000?
14. What is the present value of a freehold estate whose rental is \$125 per annum, allowing the purchaser 7 per cent. compound interest for his money?

MENSURATION.

1. Find the area of an elliptical field whose axes are 400 and 600 links.
2. How many acres, roods, &c., are there in an equilateral field whose base is 500 yards in length?
3. Find the number of rolls of paper each 8 yards long, and $21\frac{1}{4}$ inches wide, it will take to paper a room 11 feet high (above surbase), 70 feet long, and 38 feet wide, allowing one-fourth of an inch for lap.
4. A circular cistern 8 feet deep is to be constructed so as to hold the water contained in a rectangular vat $8 \times 7 \times 6$ feet, required, the diameter of the circular cistern.
5. Find the surface and solidity of a sphere whose diameter is 50.
6. Find the area of a sector of a circle whose arc contains 60° —the radius of the circle being 100.

No. 3.

GRAMMAR—JUNIOR DIVISION.

1. Define LANGUAGE and GRAMMAR as an *Art* and as a *Science*. Specify clearly the province of each of the four chief divisions of Grammar.
2. In this and the preceding question classify the words according to *formation*, and point out those that are of *classic* origin.
3. Give the *Etymological* meaning of each PART OF SPEECH.
4. In what ways may adjectives be formed so as to express either the *absence* of a quality or its *presence* in a small degree?
5. Make the following statements consistent with facts:

"We have in English six cases of nouns."
 "The 's cannot be a contraction of 'his,' for it is put to female nouns."—JOHNSON.
6. Explain *etymologically* the following words:—What, how, whence.
7. What test may be applied to determine the *indefinite* use of the *relatives*?
8. Of what value is each inflection that belongs to the VERB as a separate PART OF SPEECH?
9. Explain what is meant by the HISTORICAL PRESENT.
10. (a) Shew by examples that the form of a word is no guide as to its proper class. (b) Also that the mere change in the position of the accent will affect the part of speech.
11. (a) Analyze syntactically the following passage. (b) Parse the words in *italics*. (c) Analyze etymologically those marked* :—

"I *would* they *were* (basilisks) that I might die at once ;
 For now they kill me with a *living* death.
 Those *eyes of thine* from *mine* have drawn salt tears ;
 Sham'd their aspects* with stores of childish* drops ;
 These *eyes* which never shed remorseful* tear,
 No, when my father York, and Edward wept

To hear the piteous* moan that Rutland made,
 When black-faced Clifford shook his sword at him :
 Nor when they warlike father *like* a child,
 Told the sad story of my father's death,
 And twenty *times* made pause to sob and weep,
 That all the standers by had wet their cheeks
 Like trees bedashed* with rain."—SHAKESPEARE, *Rich. III.*

12. Correct or justify the following, giving in each case your reason :—

"How happy it is that neither of us were ill in the Hebrides."—JOHNSON.
 "She was calling out to one or another at every step that habit was ensnaring them."—*Id.*
 "When the motives whence men act are known."—BEATTIE.
 "With such a spirit and sentiments were hostilities carried on."—ROBERTSON.
 "The terror of the Spanish and the French Monarchies."—BOLLINGBROKE.

13. (a) Apply rules of Syntax to all these quotations. (b) Parse the words in italics :

"Nor never seek prevention of thy foes."
 "And go we to attire you for our journey."
 "And yet, good *Humphrey*, is the hour to come
 That I e'er proved *thee* false."
 "How insolent of late he *is become*."
 "She sweeps it thro' the court with troops of ladies."
 "I will, if that my failing breath permit."
 "Good my Lord of Somerset."—SHAKESPEARE.

No. 8.

GRAMMAR—SENIOR DIVISION.

1. Give *generic* terms for the *particular* things enumerated : Father, sun, ox, hands, black, three, run.
2. Give three nouns of Latin origin, and three of Greek, that are imperfectly naturalized in the English.
3. Explain the words in italics :
 They were stoned to death as a *document* unto others.—RALEIGH.
 Wicked men are not *secure* when they are safe.—TAYLOR.
 That flames of fyre he threw forth from his large *nose*.—SPENSER.
 The other (executioner) cut off her head, which, falling out of its attire, *discovered* her hair already grown gray.—ROBERTSON.
4. State the threefold office of ETYMOLOGY.
5. How would you prove the number of *Alms, Riches, Amends*?
6. Of what case is *Him* etymologically? Of what case in ordinary Syntax?
7. When 'as' is used as an uninflected relative, what must be the construction of the *antecedent* part of the sentence?
8. What is the test for the *indefinite* use of the relative 'what'?
9. Parse the italicized words :

What time I am afraid, I will trust in Thee.—BIBLE.
 Unsure to *whether* side it would incline.—SPENSER.
What though not at all, &c.—AKENSIDE.

10. How would you treat the italicized words?

It takes place *twice* a year.
The more the better.
 I expect to leave *to-morrow*.
 It happened *two years ago*.

11. (a) Give an example of a Simple Pronoun used *reflexively*.
 (b) Explain what is meant by the use of the 'abstract' for the 'concrete.'
 (c) What do you understand by the restrictive relative absorbing the antecedent?
 Give an example.
12. How do you account for the appearance of the relative 'which' where the masculine form might be looked for?
 e.g.—And bind the boy, which you shall find with me.—SHAK.

13. What names are preferable to REGULAR, IRREGULAR, PRESENT and PAST PARTICIPLE, and why?

14. Compare these two constructions :

The man that hath no music in himself,
Nor is not moved with sweet concord of sound.—SHAK.

Nor did the battle-din not reach the ears
Of Nestor, o'er the wine-cup.—ILIAD (Derby's.)

15. Why is it convenient to divide CONJUNCTIONS into *Co-ordinate* and *Subordinate*?

16. How may phrases containing 'Verbal Prepositions' be treated Syntactically?

17. Shew by examples that the mere Connective is no guide as to the kind of sentence.

18. Explain fully what is meant by INDIRECT OBJECT, MIDDLE VOICE, CLAUSE, OPTATIVE SENTENCE.

19. When two nominatives, one *affirmative* and the other *negative*, are connected, so as to form two propositions, what is the construction of the Verb?

20. Illustrate fully the use of the PREDICATE ADJECTIVE.

21. (a) 'Like' is the only adjective that governs a case. Is this correct?

(b) Illustrate the plan of analyzing, when this word is used, (1) as an adjective; (2) as an adverb.

22. How would you defend the construction of these lines?—

Casca, you are the first that *rears your* hand.—SHAK.
You know that you are *Brutus that speak* thus.—DO.

23. Shew by examples the ambiguity that accompanies the ANALYTICAL GENITIVE.

24. How would you analyze such sentences as these?—

Our land, our lives, our all are Bolingbroke's.—SHAK.
His the city's pomp, the rural honors his.—AKENSIDE.
Thine, Chantrey, be the fame.—BOWLES.

25. Analyze etymologically the following words: Surprise, Contemplating, Metaphysics, Depositary, Consideration, Epitaph.

26. (a) Analyze the following selection. (b) Parse the words in italics:

Accurs'd be he! Would that th' immortal gods
So favor'd him as I! Then should his corpse
Soon to the vultures and the dogs be given!
By whom am I of many sons bereav'd,
Many and brave, whom he has slain or sold
To distant isles in *slavery*. * * *
If haply yet they live, with brass and gold
Their ransom shall be paid. * * *
But to the viewless shades should they have gone,
Deep were their mother's sorrow and my own.
But of the gen'ral *public*, well I know,
Far lighter were the grief than if they heard
That thou hadst fallen beneath Achilles' hand.
* * * That the young *should fall*
Victim to Mars, beneath a foeman's spear,
Is only natural; and if he *fall*
With honor, though he die, yet glorious he!
But when the hoary head and hoary beard,
And naked corpse to rav'ning dogs are given,
No sadder sight can wretched mortals see.
HOMER'S ILIAD (Derby's Translation.)

No. 5.

COMPOSITION, &C.—BOTH DIVISIONS.

TIME—ONE HOUR AND A HALF.

1. Write a composition on one or other of the following subjects:—

1. How far may Impositions be advantageously introduced into the discipline of the School Room?
2. The difference between Mechanical and Intellectual Teaching.
2. Explain the following:—
 1. Like the winged-God's breathing from his flight.—WILLIS.
 2. And lands for which the Southern Cross hangs its orb'd fires on high.
 3. Canadian Hippiases have done much to retard its progress.—RYERSON.
 4. If the chariot and the horses had been vouchsafed for Nelson's translation, &c.—SOUTHEY.
 5. He (Nelson) has left us not indeed his mantle of inspiration, &c.—SOUTHEY.
 6. That painter whose son has since raised himself by his genius to be a principal light and ornament of the same Assembly.—MAHON.
 7. *The scene was changed.* It was a lake, with one small lonely isle.—BELL.
 8. He was rearing on Mount Royal the *fleur-de-lis* and Cross.—MCGEE.
 9. Her (Athens) temples have been given up to the successive depredations of Romans, Turks, and Scotchmen.—MACAULAY.
 10. Dark with eagles is the sunlight.—ANON.
 11. And the Fox stands—crowned mourner,—by the Eagle's hero Clay.—ANON.
 12. He realizes out there at sea the fable of Antaeus and his mother Earth.—MAURY.

No. 6.

EDUCATION—BOTH DIVISIONS.

1. What do you understand to be included under each of the following heads? viz:—
 - I. School Organization.
 - II. Method of Teaching.
 - III. School Government.
2. State how you would organize a mixed school of 360 pupils, with six teachers—the sexes to be taught separately. State in your answer,
 - I. What you would make the basis of classification.
 - II. Into how many divisions and sub-divisions you would form your pupils.
 - III. What are the building accommodations necessary for such a school.
 - IV. What principles should guide you in the construction of a Time Table for such a school.
3. Describe the VISITORS' BOOK and TEACHERS' CASE BOOK, explaining the use of each, and mode in which it should be kept.
4. Describe the mode of seating a gallery and school room to accommodate 60 children each, stating dimensions, &c.
5. How would you teach the following subjects in school?
 - I. Geometry to a class of beginners.
 - II. Arithmetic
 - III. Spelling
 } to advanced classes.
6. Describe the principal expedients you would employ to secure *intelligence* in reading on the part of your pupils. State why you think it is of more importance that they should be intelligent readers than that they should be expressive readers.
7. Describe briefly the rules under which you would feel at liberty to make use of the following punishments in your schools, viz:—
 - I. Corporal punishment.
 - II. Suspension and dismissal.
 - III. Detention after hours, and imposition of tasks.
 - IV. Appeals to the public opinion of your school.

-
8. What modes of reward do you approve of in the management of a school? State the limitations under which each should be used.
 9. How would you proceed in each of the following cases:—
 - I. Truancy is prevalent in your school.
 - II. You suspect your pupils of being dishonest in their daily reports as to perfect recitations, &c.
 - III. Your pupils are in the habit of defacing the school premises.
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No. 7.

GEOGRAPHY—JUNIOR DIVISION.

1. How does POLITICAL GEOGRAPHY differ from PHYSICAL?
2. (a) In what direction does the Earth move? (b) As the result of this motion, how is the Sun affected?
3. Explain by diagram what you understand by the inclination of the Earth's Axis.
4. When the day is 14 hours long at any place? (a) What is the position of the Sun? (b) What portion of the parallel of latitude of that place is within the *darkened* hemisphere?
5. In what Sign of the Zodiac is the Sun during the VERNAL EQUINOX and the SUMMER SOLSTICE?
6. Why is the orbit of the Earth *Elliptical*?
7. How is the exact position of a place ascertained?
8. Illustrate by diagram the method of determining Latitude at Sea.
9. From the following data make the necessary calculations, M. A. $65^{\circ}45'$, S. D. $12^{\circ}12'$, LONG. $142^{\circ}15' E$.
10. If two places are situated on *different* meridians, and in *different* hemispheres, how may the distance between them be determined upon a Globe, and reduced to Statute Miles?
11. Name and define the different imaginary lines drawn through places of *equal* temperature.
12. An enormous quantity of water is carried off by evaporation in the tropical regions, thus disturbing the equilibrium of the Seas—How is this equilibrium restored? What effect has the rapidity of the earth's revolution?
13. What beneficial effect in the oceanic economy has the cushion of cold water that underlies the Gulf Stream?
14. What facts have led to the conclusion that the interior of the earth is a molten mass?
15. (a) Name the existing Volcanoes in EUROPE. (b) What islands in the Pacific are sites of Volcanic action?
16. (a) What is the motion of the land during an Earthquake? (b) In what celebrated Earthquake were two distinct motions felt?
17. How does a FORMATION differ from a SYSTEM?
18. What fossils are found in the OOLITIC FORMATION?
19. How does Sir C. Lyell divide the TERTIARY FORMATION?
20. Sketch the *Water* System of S. AMERICA, explaining what is meant by the *Bore* of the Amazon, and the *Cassiquiare*.
21. (a) Give the *Eastern* boundary of all the Continents. (b) Give the respective positions of all the countries of S. AMERICA, together with the Capital of each. (c) Name the Counties (with County Towns) bordering upon LAKE ONTARIO.
22. Name the different peninsulas of the OLD WORLD, with the terminating point of each.

No. 8.

GEOGRAPHY—SENIOR DIVISION.

1. (a) Explain what is meant by the CURVATURE OF THE EARTH. (b) At what height must a person of average stature be placed that he may see the surface of the earth at a distance of *nine* miles?
2. How would you illustrate to a class the difference between the EARTH'S ORBIT and the PLANE OF ITS ORBIT?
3. How would you illustrate the position of the chief lines supposed to be drawn upon the globe?
4. What connection is there between the words ECLIPTIC and ECLIPSE?
5. The respective position of the earth and the sun during the *winter* season?
6. (a) Upon what does the length of a degree depend? (b) Two places are situated on the same parallel, say 10° N., and under the same meridian, one *East* and the other *West*, how far apart in *statute miles* are the places?
7. In calculating *Latitude* at sea, what do we determine by means of M. A. and S. D.† Illustrate your answer by diagram.
8. Explain the terms FLOOD TIDE, HIGH WATER, and LOW WATER.
9. Why is HIGH WATER later on the *Eastern* than on the *Western* coast of the British Isles?
10. Describe the *Sea of Sargasso*.
11. At what height above the surface of the earth, and why does the atmosphere cease to reflect the rays of light from the sun?
12. (a) What is the position of the ZONE OF CALMS? (b) When does it attain its greatest width?
13. (a) Name the four kinds of rock, and give Lyell's theory as to the time of their formation. (b) Explain the term *hypogene*.
14. State Lyell's tests for determining the age of any given set of strata.
15. Distinguish between *alluvium* and *diluvium*.
16. Give the boundaries, political divisions, with capitals, and *chief* physical features of EUROPE.
17. Give the ancient name for the more important Countries, Rivers, &c., of EUROPE.
18. Give the exact position of the following:—
CITIES.—Rio Janeiro, Richmond, Peking, Quito.
TOWNS.—St. Catharines, Brockville, Windsor, Cobourg.
ISLANDS.—Sumatra, Socotra, Vancouver, Chiloe.
STRAITS.—Magellan, Palk's, San Juan de Fuca, Belle-Isle.
19. The Counties (with County Towns) bordering (a) on the RIVER OTTAWA and (b) on LAKE HURON.
20. How may a cargo of tea be brought, without transshipment, from *Canton* to *Toronto*?

No. 9.

HISTORY—JUNIOR DIVISION.

1. EGYPT.—With what date does each convenient sub-division of the history close? Construct a Chronological table embracing the following dates: B.C. 971, 660, 610, 340, 306.
2. PHENICIA.—To what powers was this country from time to time subject? Which were its most famous cities?
3. CARTHAGE.—1. Sketch the history of this city down to its first treaty with Rome. 2. Give a brief sketch of the first Punic war.

4. LYDIA.—1. Name the different dynasties that ruled over this country, with the date for the end of each. 2. Name and date of the last King?
5. GREECE.—1. Explain the nature of the AMPHICTYONIC COUNCIL. 2. Explain carefully the DORIC INVASION. 3. Give a brief sketch of the Persian Invasion. 4. Construct a Chronological table embracing the following dates: 884, 776, 594, 431, 394, 338, 146.
6. MACEDONIA.—1. Sketch the history of ALEXANDER'S career. 2. How was his kingdom divided after his death?
7. ROME. 1. Give a brief outline of the constitution of SERVIUS TULLIUS. 2. How many years did the *Republican* form of Government last? 3. Give brief notes on the following names: TITUS, ADRIAN, ELAGABALUS, HONORIUS, ODOACER.
8. SCRIPTURE.—1. At what date did the theocratic form of Government cease? 2. Give dates for the kings that reigned before the division? 3. How many kings reigned over JUDAH? 4. Give dates for the dissolution of each of the separate kingdoms.
9. MEDIEVAL.—1. Trace the rise and the fall of the KINGDOM OF THE LOMBARDS. 2. Give facts for the following dates: 622, 632, 709, 711, 753, 755, 800, 841. 3. Sketch briefly the *third* and the *eighth* Crusade. 4. Explain the terms GUELPHS and Ghibellines. 5. What do you understand by the GREAT SCHISM OF THE WEST?
10. MODERN.—1. When and by whom were the MAMELUKES exterminated? 2. Give dates for the following: BATTLES—AUSTERLITZ; LODI; The PYRAMIDS. 3. How are the years 1815 and 1821 marked in the history of NAPOLEON? 4. Give date for the Confederation of the Provinces of Canada.

No. 10.

HISTORY—SENIOR DIVISION.

1. EGYPT.—1. What incident (with date) in the early history of this country has been revived by a late occurrence? 2. How did JOSIAH become involved in war with NECHO?
2. CARTHAGE.—Summarize the incidents of the *First* and *Second* PUNIC WARS.
3. GREECE.—1. What do you understand by the HEROIC PERIOD? 2. Prove that the RETURN OF THE HERACLEIDÆ is not purely mythical. 3. The cause, number, and duration of the MESSENIAN WARS? 4. Construct a Chronological Table embracing the following dates: B. C. 1209, 527, 405, 362.
4. ROME.—1. Give brief Notes on the following names: ROMULUS, TARQUIN I., APPIUS CLAUDIUS, PYRRHUS, FABIUS (Cunctator). 2. Sketch briefly the civil war between MARIUS and SYLLA. 3. What incident marks the battle of ZELA? 4. Assign events to the following dates: B. C. 500, 451, 190, 133, 107, 42. 5. Explain these terms: CONSUL, DECENVIRI, TRIBUNES, LUSTRUM.
5. SCRIPTURE.—1. The first servitude of the Israelites *after* the Exodus, and the cause? 2. Who was the deliverer in the last? 3. How long did the undivided kingdom last? 4. (a) How many Kings ruled over each separate kingdom? (b) Give the name and the date of the first and the last in each.
6. ENGLAND.—1. What English Kings took part in the Crusades? 2. How may the reign of JOHN be divided? 3. Give a brief sketch of the reign of EDWARD II. 4. What was the TREATY OF TROYES? 5. How many representatives were there of the House of PLANTAGENET? 6. What was the object of the meeting entitled "The Field of the Cloth of Gold?" 7. What claim had MARY QUEEN OF SCOTS to the English throne? 8. Note anything peculiar in the marriage of the children of JAMES I. 9. Explain the expression, THE LONG PARLIAMENT.
7. CANADIAN.—1. Under whose patronage did CARTIER and CHAMPLAIN visit this country? 2. What British Officers were from time to time engaged in the capture of QUEBEC? 3. What Treaty closed the SEVEN YEARS' WAR? 4. Where and when did the first Upper Canada Parliament meet? 5. Give date for assembling of first CANADIAN Parliament? 6. What battles closed the Campaign of 1813?

8. MIXED.—1. The result of the Treaties of VERDUN, MUNSTER, ZURICH? 2. (a) In what year did the Moors and Arabs unite? (b) When did they aid the Spanish King? 3. The nature of the PRAGMATIC SANCTION of 1724? 4. Give a brief sketch of the THIRTY YEARS' WAR. 5. Give date of the first and the last Crusade.

No. 11.

ALGEBRA—JUNIOR DIVISION.

1. Divide $5a^3x^6 - 30a^4x^4 + 21a^6x^2 - 26a^5x^3 + 22a^3x^5$ by $3a^3x - 2a^2x^2 - 5ax^3$.
2. Resolve $a^{90} - m^{90}$ into the greatest possible number of elementary factors.
3. Simplify $a - \left\{ a - (-a - m) \right\} - \left\{ -(- \left\{ -(- \left\{ -(-2a) - 3m \right\} - 4a) - 5m \right\} - 6a - 7m) \right\}$
4. Find the value of:—

$$\frac{3a^2b - c^2d + 2}{f(a+c) - (2c+b)} + \sqrt[3]{cf(a+b)d} - \frac{(df - c^3 + a)^4 (a+b+c+d+f-5)^4}{\left\{ abc - (f-d) \right\} \left\{ bcd - (3f-a-b) \right\}}$$
 $+ \frac{ab^3m}{cd}$, where $a=1$; $b=2$; $c=4$; $d=9$; $f=16$; and $m=0$.
5. Simplify $(2a-3b)(2a+3b) - 7(3a-2b)^2 - 11(4a-b)(b-4a) - 2(4a+5b)^2 - 5(3a-7b)(7a+3b) - 9(5a-4b)(4b+5a)$.
6. Simplify $\frac{x^2-9x+14}{x^2+x-6} - \frac{x^2-2x-15}{x^2-15x+50} - \frac{x^2-11x+10}{x^2-8x+7}$.
7. Find the G. C. M. of $2-7x-x^2+13x^3+5x^4$ and $30x-85x^2-75x^3+190x^4+150x^5$.
8. Find the value of $1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{1}{1 - \frac{x-a}{x+a}}}}}$
9. Prove that a simple equation can have one root,
10. If $\frac{a}{b} = \frac{c}{d}$ prove that $\frac{ma \pm nb}{15a \pm 17b} = \frac{mc \pm nd}{15c \pm 17d}$.
11. Given $4x - \frac{3x+7}{5} - \frac{\frac{1}{2}(3x-1)}{3} = \frac{\frac{3}{5}(2x-1)}{2} - \frac{\frac{4}{3}(2x-9)}{1\frac{1}{2}}$ to find the value of x .
12. Given $3x-y+z=14$; $2x+3y-z=19$; and $4x-3y-2z=m$, to find the value of z .
13. Find the cube root of $84x^5 - 24x^4 + 8x^3 + 125x^9 - 150x^8 + 210x^7 - 128x^6$.
14. Find the L. C. M. of $a-x$; $a+x$; $2(a^2-x^2)$; $4(a^2+x^2)$; $6(a^3+x^3)$; $8(a^3-x^3)$; $10(a^6-x^6)$; $12(a^6+x^6)$; $16(a^2-ax+x^2)$; $20(a^2+ax+x^2)$; $25(a^4+a^3x^2+x^4)$; $30(a^4-a^2x^2+x^4)$; and $40(a^5 \pm a^4x + a^3x^2 \pm a^2x^3 + ax^4 \pm x^5)$.
15. Find the coefficients of x^6 and x^9 in the expansions of
 I. $(2a-x)^7$.
 II. $(1 - \frac{1}{2}x + \frac{1}{3}x^2 + 2x^3 - 3x^4 - x^5 - 2x^6 - 3x^7)^2$.
16. A farmer can carry with his team to market 27 bushels of wheat and 28 bushels of oats, or he can carry 12 bushels of wheat and 48 bushels of oats. How many bushels of each could he carry?

No. 12.

ALGEBRA—SENIOR DIVISION.

1. Give and prove a formula for finding the number of combinations which can be made out of n things taken p together.
2. Insert 2 Geometrical, 3 Harmonical, and 4 Arithmetical means between $5\frac{1}{2}$ and $\frac{1}{2}$.
3. Continue the series $2\frac{1}{2}$, $1\frac{1}{2}$ and $\frac{5}{6}$, three terms each way, and find the *sum* of the first 20 terms of the *resulting* series.
4. Find the fifth term in the expansion of $(a^{-\frac{1}{2}} - 2b^{\frac{1}{3}})^{-\frac{2}{3}}$.
5. Find the square root of $-1 - 2\sqrt{-2}$.
6. Given $x^2 + y^2 = 52$, and $x^2 + xy = 60$, to find the value of x and y .
7. Form the equation whose roots are 3, -3, 2, -2, 1, -1 and $1 \pm \sqrt{-3}$.
8. Prove that a quadratic equation cannot have more than two roots.
9. Rationalize the denominator of $\frac{-7}{\sqrt{-3} - \sqrt{-5} \sqrt{-7}}$.
10. Prove that the product of any three consecutive numbers in the scale of ten is divisible by 1, 2, 3.
11. Given that x equals two quantities whereof one is constant and the other varies as y , and that when $x = 4$, $y = 5$ and when $x = 5$, $y = 11$; find the equation between x and y .
12. Prove that if $A \propto B$ and $B \propto C$, then $A \pm B \propto C$ and $\sqrt{AB} \propto C$.
13. If A , G and H are the Arithmetical, Geometrical and Harmonical means between a and b , prove that $G > H$ and $< A$.
14. Give the positive integral solutions of the following indeterminate equation :

$$\left. \begin{array}{l} 2x - 3y + z = 6 \\ 3x - y + 2z = 25 \end{array} \right\}$$
15. How many different sums of money may be made out of a crown, a half crown, a shilling, a penny, a farthing, a cent, a ten-cent piece, a twenty-cent piece, and a dollar bill?

No. 13.

GEOMETRY—JUNIOR DIVISION.

1. Classify triangles according to their angles, and give a definition of each.
2. Define the following terms : THEOREM, HYPOTHESIS, CONVERSE, INDIRECT DEMONSTRATION.
3. Give a *positive* definition for PARALLEL LINES.
4. The angle contained by two lines drawn from the extremities of a side of a triangle—not the base—is greater than the angle contained by the other two sides.
5. Enunciate the propositions that discuss the properties of exterior angles.
6. Why is the restriction contained in Proposition 33 necessary?
7. State the various properties of such parallelograms as are discussed by Euclid.
8. To a given straight line apply a parallelogram that shall be equal to given triangle, B. I. 44.
9. In any right-angled triangle the square on the side subtending, &c., B. I., 47. Apply your proof to the case not done in text-book.
10. In figure of Euclid I. 1, let the given line be produced to meet either circle in point P. Shew that the points of intersection of the circles and the point P. are the angular points of an equilateral triangle.
11. Define a RECTANGLE and show the incorrectness of using either Arithmetic or Algebraic notation to represent such a figure.
12. If a straight line be divided into two equal and also two unequal parts, the rectangle, &c., B. II., 5.

13. In any triangle the square on the side subtending one of the acute angles is less than the squares on the sides containing that acute angle, &c., B. II., 13.
14. Divide a line as in B. II. 11, and prove that the squares on the whole line and one of the parts are together equal to three times the square on the other part.

No. 14.

GEOMETRY—SENIOR DIVISION.

1. Define the different kinds of four-sided figures mentioned by Euclid.
2. (a) In what sense is the word 'equal' used by Euclid up to the 35th Proposition? (b) What is the difference between *equal* and *equivalent* triangles?
3. If the straight line falling upon two other lines make the exterior angle equal to the interior and opposite upon the same side, &c. B. I. 28.
4. When is a problem said to be *indeterminate*?
5. If the sides of a triangle be bisected, and lines be drawn through the points of section, adjacent to each angle so as to form another triangle, this shall be in all respects equal to the first triangle.
6. With what implied restriction may the sign of equality (=) be used in geometrical reasoning?
7. If a straight line be divided into two parts, the squares on the whole line and one of the parts are equal to twice the rectangle, &c. B. II. 7.
8. Any rectangle is the half of the rectangle contained by the diameters of the squares on its two sides.
9. If a straight line passing through the centre of a circle cut obliquely another which does not pass through the centre, the rectangle contained by the segments of the one, &c. B. III. 35.
10. In the chord of a circle produced it is required to find a point from which if a straight line be drawn touching the circle, the line so drawn shall be equal to a given straight line.
11. Inscribe an equiangular and equilateral pentagon in a given circle.
12. In a right-angled triangle if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle, and to each other.

No. 15.

NATURAL PHILOSOPHY—BOTH DIVISIONS.

1. Describe briefly the difference between the sciences STATICS and DYNAMICS, and explain under what circumstances the problem of the motion of a railway train belongs to the one or to the other.
2. Give the composition of ATMOSPHERIC AIR, and state the sources and uses of each of its constituents.
3. Explain the difference between the ESSENTIAL, ACCESSORY and DISTINCTIVE PROPERTIES of MATTER, and state which of the so-called essential properties belong to matter, whether it be the form of masses or atoms.
4. Enumerate the different VARIETIES of ATTRACTION, and define those which are included under the head "MOLECULAR FORCES;" also state the law according to which the others vary in intensity.
5. Describe briefly the ESSENTIAL DIFFERENCES between SOLIDS, LIQUIDS and GASES, as to the conditions under which they exist; also state the effect which such differences have in modifying the character and properties of the three forms of matter.

-
6. Briefly describe the structure of each of the following pieces of Apparatus, and also the principles on which it acts: BAROMETER; SIPHON; FORCING PUMP; HYDROTIC PRESS, CONDENSING STEAM ENGINE.
 7. Explain the origin of the term "a boiler of—horse power."
 8. Explain the LAWS which govern the MOTION of a heavy body falling through the air, and investigate a full set of formulas for determining such motion.
 9. A piece of pine wood (spec. grav. 0.600) is 4 feet long, 2 feet wide, and 1 foot thick, is made to float in river water, (spec. grav. 1.012) how many cubic inches of iron (spec. grav. 7.750) are required to sink the block of pine, so that its upper surface may be level with the water?
 - I. If the iron is placed on the block.
 - II. If the iron is suspended from the bottom of the block.
 10. In what time will a locomotive of 60 horse-power carry a train which weighs 80 tons, through a journey of 90 miles—one third on a level plane, one-third up an incline of 6 in 1000, and one-third down an incline of 7 in 2000—taking friction as usual and the average atmospheric resistance as 250 lbs?
 11. A bubble of air having a diameter of 1 inch, starts from a point 400 feet below the surface of the sea, (spec. grav. 1.030)—what will be its diameter when it reaches the surface? State the principles in Pneumatics, which are involved in the solution of this problem.
 12. A cannon ball is fired vertically with an initial velocity of 1200 feet per second, required:—
 - I. How far it will rise.
 - II. In what time it will again reach the ground.
 - III. Its velocity and position at the end of the 10th second of its flight.
 13. What power will sustain a weight of 750000 lbs., by means of a differential screw—whose power lever is 50 inches long—the pitch of the exterior screw being $\frac{2}{11}$ of an inch, and that of the interior screw $\frac{2}{11}$ of an inch?
 14. The boiler of a high pressure engine converts $\frac{2}{3}$ of a cubic foot of water per minute into 200 cubic feet of steam, under a gross pressure of 56 lbs. to the square inch, the piston has an area of 250 square inches, and makes 7 strokes per minute—the work is partly consumed in *pumping* 90 cubic feet of water per hour from a mine 260 feet, and the balance in giving motion to a circular saw, 10 feet in diameter, which works against a constant perspherical resistance of 100 lbs.—required the number of revolutions of the saw per minute.
 15. What is the maximum height to which a common pump can raise each of the following liquids, when the barometer indicates a pressure of 29.25 inches.
 - I. Water.
 - II. Mercury (spec. grav. 13.506).
 - III. Milk (spec. grav. 1.032).
 - IV. Ether (spec. grav. 0.775).
-

No. 16.

HEAT AND CHEMISTRY.

TIME—TWO HOURS.

1. Describe the following instruments, and explain the purposes for which they are used, and the principles on which they severally act:
 - I. Daniel's Hygrometer.
 - II. The Psychrometer.
 - III. Papin's Digester.
 - IV. The Calorimeter.

2. Give the general THEORY of FREEZING MIXTURES, and describe one or two of the most useful.
3. Define what is meant by each of the following terms :—
 - I. Boiling Point.
 - II. Latent Heat.
 - III. Specific Heat.
 - IV. Mechanical Equivalent of Heat.
4. Describe the sources of heat.
5. Describe the thermometer, and explain the mode in which the instrument is graduated ; also state its exact use.
6. Explain the distinction between organic and inorganic bodies. What are the different classes of the former ?
7. State clearly the differences as to character between Metals and Metalloids. Name the most important Metalloids, giving the symbols and chemical equivalents.
8. Explain the meaning of the following chemical terms :—
 - I. Allotropism.
 - II. Isomorphism.
 - III. Crystallization.
 - IV. Chemical Affinity.
 - V. Katalysis.
9. Explain the difference as to composition between Iron Sulphide, Iron Sulphite and Iron Sulphate.
10. Name the Gaseous Metalloids. Give a brief summary of their chemistry, stating their properties, mode of preparation, uses, and principal compounds.
11. Describe the composition, varieties, uses, and composition of water.
12. Give a brief synopsis of the chemistry of the principal compounds of Carbon, Sulphur, and Phosphorus.

No. 17.

BOOK-KEEPING.

1. How do we ascertain the debtors and creditors in any transaction ?
2. What are Bills Payable and Bills Receivable ?
3. What would be our inference in the following case :—First, if the Cr. side of either Bills Receivable or Cash Account be greater than the Dr. side ; second, if the Dr. side of Bills Payable Account be greater than the Cr. side ?
4. When is Bills Payable Account debited, and when credited ; and on which side of the account will the first entry occur, and why ?
5. What is the object of Private Account ; and into which account, and to which side of it, should the balance be ultimately carried ?
6. When all the Ledger accounts, except Stock and Balance are closed, why should the difference between the two sides of each be equal ?
7. Separate the following accounts into two classes— first, those showing an asset or a liability ; second, those showing a gain or a loss :—Cash, Merchandise, Bills Payable, Interest, Bills Receivable, Shipment to Niagara, Expense, Commission, John Smith, Ontario Bank Stock, Ontario Bank.
8. On April 8th, we had merchandise in hand \$800, we bought during the month merchandise \$2,550, and realized from sales \$3,375. On April 30th, we had still merchandise unsold worth \$350 ; what was our gain for the month, and what was the percentage of profit ?

9 Journalize the following Day Book entries :—

(a)	Sold Flour to A. B., amounting to.....	\$800 00
	Received in payment, Wheat amounting to.....	400 00
	His note at three months.....	300 00
	And Cash for the balance.	
(b)	Got A. B's note discounted at Bank of Commerce.....	\$300 00
	Proceeds passed to our credit in account.....	294 75
(c)	Bought goods from E. F. amounting to.....	\$900 00
	Gave in part payment, our note at sixty days.....	300 00
	Cheque on Bank of Commerce.....	200 00
	And C. D's. note.....	200 00
	Balance on account.	
(d)	February 19, Sold to William Smith, on his note at ten days, Merchandise amounting to.....	\$2,931 50
(e)	March 4, William Smith's note deposited on the 1st inst. in the Bank of Commerce for collection, was this day protested for nonpayment, and returned to us.....	\$2,931 50
	Paid Costs of Protest in Cash.....	1 50
(f)	April 26, William Smith has paid us Cash for his note which was protested at the Bank of Commerce, on the 4th inst., and charged to his account.	
	Note and Protest.....	\$2,933 00
	Interest on \$2,933 from March 4th, to date.....	25 91
10.	State a transaction in which either of the following Journal entries would be correct.	
	G. H., Dr.....	\$400 00
(g)	To Merchandise	\$400 00
	Cash Dr.....	300 00
	To G. H.....	300 00
(h)	Sundries Dr to Merchandise	400 00
	Cash	300 00
	G. H	100 00

No. 18.

HISTORY OF THE ENGLISH LANGUAGE AND ENGLISH LITERATURE.

1. Illustrate by diagram the descent of Modern English from a *Gothic* source.
2. In what two ways have many words been introduced from the *Latin*? Illustrate your answer by example.
3. In what class of words do we find the old *Celtic* element? Can a *Danish* element be traced in any words?
4. Explain by examples the difference between the two ways in which words suffer *abbreviation* in passing through the French into the English language.
5. Illustrate by example (a) the changes that take place in the vowels "I" and "U," (b) the interchange that occurs between certain consonants.
6. Illustrate in the case of the following words the change that has taken place in the meaning of words—Churl, Apparent, Cunning, Aspersion, Astronomers.
7. Trace the history of the possessive "its."
8. What is the Romance of the HOLY GRAAL?
9. Give brief notes upon the following names :—BEDE, ALCUIN, LANFRANC.
10. Name the chief *English* and *Continental* Schoolmen.
11. Compare our word 'Poet' with others of kindred meaning.
12. (a) Sketch the plot of CHAUCER'S CANTERBURY TALES. (b) What rule is to be observed in reading the final "e"?
13. To what countries may SHAKSPEARE'S *Historic* Plays of a *legendary* character be referred? Name those that are *strictly* Historic.

14. Give brief notes on the following names :—EVELYN, PEPYS, OTWAY, BUTLER, DRYDEN, SWIFT, COWPER, SCOTT, AKENSIDE, TENNYSON.
15. Compare the *Augustan* age of Roman Literature, with the similar age of other countries.
16. Name the chief *Poets Laureate* of England, with date of the first.

No. 19.

THE SCHOOL LAW OF ONTARIO.

- I. State accurately the law in regard to the formation and alteration of Union School Sections.
 - (1.) Those made up of parts of townships.
 - (2.) Those made up of parts of townships, and of a town or village.
- II. How can such Unions respectively be dissolved? Explain.
- III. Explain what are the powers of School Trustees and school meetings respectively, in regard—
 - 1st. To School Sites.
 - 2nd. To the School House.
 - 3rd. To the raising of School moneys—
 - (1) For the Teacher's salary, and other expenses of the School ; (2) for the School Site and School House.
- IV. Explain the difference between an *agreement* and a *contract* made by Trustees with teachers. State what things are necessary to be observed in regard to the latter.
- V. Describe the duties of the School Teacher in regard,—
 - (a) To the subjects prescribed to be taught in school.
 - (b) To the Text Books.
 - (c) To the School Examination.
 - (d) To the maintenance of discipline in school.

FORMS IN USE IN THE NORMAL SCHOOL

No. 1.

FORM OF APPLICATION FOR ADMISSION TO THE NORMAL SCHOOL, TORONTO.

REGISTER, No. OF THE SESSION 187 .

TORONTO, 187

SIR,

I desire to apply to you for admission to the Normal School for Ontario, in accordance with the accompanying Terms of Admission prescribed by the Council of Public Instruction, and present herewith a certificate of Moral Character from the Reverend a Clergyman of the Church dated the

day of 187 .

1. I have to state that:—1. I am years of age.
2. I reside in the of County of
3. I was born in
4. I have resided years in the Province of Ontario.
5. I am connected as a member (or hearer) with the Church.
6. I have been a School Teacher for years.

7. I hold a _____ class Certificate of Qualification from the County Board of Public Instruction for _____

8. My last place of Teaching was in School Section No. _____ Township of _____

9. I attended the Normal School during the _____ Session ending _____ 18____
and obtained a _____ class Provincial Certificate, No. _____, which I will deliver up
to you should I succeed in obtaining one of a higher grade.*

I have also to state, that it is my intention to devote myself to the profession of School Teaching, and that my object in coming to the Normal School is to qualify myself better for the important duties of that profession.

If admitted to the Normal School, it will be my study to observe the Rules and Regulations of the Institution and to be diligent in the performance of my duties.

I have the honor to be, Sir,
Your very obedient Servant,

To the Chief Superintendent of Education,
Education Office Toronto.

(Sign the name in full here.)

TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO.

Authorized by the Council of Public Instruction for Ontario.

THE COUNCIL OF PUBLIC INSTRUCTION, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every County in Ontario as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode of admitting and facilitating the attendance of students at that Institution.

ORDERED, I. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January, and close on the 15th day of June. (2) The Autumn Session shall commence on the 8th day of August, and close on the 22nd day of December, of each year; [and if those days fall on Sunday, the day following,] each Session to be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

II. That no male student shall be admitted under eighteen years of age, or a female student under the age of sixteen years. (1) Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse a common prose sentence, according to any recognized authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals: the oceans, seas, rivers and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. They must sign a declaration of their intention to devote themselves to the profession of school teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition or the use of the Library. The books which they may be required to use in the School are supplied at a reduced rate.

IV. That Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. That all new candidates for admission in the Normal School must present themselves on the first or second day of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress and observance of the General Regulations prescribed by this Council.

VI. That all communications be addressed to the Rev. Dr. RYERSON, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Ontario.

N. B.—Board and Lodging for Students, may be obtained at houses approved by the Council of Public Instruction, at from \$2.50 to \$3.50 per week.

* The applicant will be very particular to fill up all the blanks in this application, either affirmatively or negatively, but not to fill up the blanks on the back of the sheet or make any entries thereon. The application is to be presented in person at the opening of the Session.

EDUCATION OFFICE,
Toronto, January, 1870.

* A higher grade Certificate awarded any Student will not be delivered until the one previously obtained shall have been returned to the Department.

No. 2.

FORM OF AUTHORITY TO THE HEAD MASTER TO ADMIT A STUDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

Register, No. of the Session.

EDUCATION OFFICE,

TORONTO,

187

SIR,

The Certificate of Moral Character presented to the Chief Superintendent, by
a CANDIDATE for admission into the NORMAL SCHOOL
FOR UPPER CANADA having, been approved, he is eligible to be admitted into that Insti-
tution upon passing the requisite Examination by the Masters.

AGE	COUNTY, CITY, OR TOWN.	RELIGIOUS PERSUASION.

I have the honour to be,

Sir,

Your obedient servant,

To

The Head Master of
The Normal School for Ontario.

No. 3.

FORM OF REPORT OF ADMISSIONS TO THE NORMAL SCHOOL.

Session, 187 .

NORMAL SCHOOL FOR ONTARIO,

Toronto,

, 187 .

SIR,—I have the honor to transmit herewith the result of the entrance examinations
of the several Candidates for admission to the Normal School at the commencement of the
present Session. The candidates are divided into three classes :—

1. Those admitted in accordance with the printed terms of admission.
2. Those admitted upon trial, and,
3. Those rejected for want of the requisite qualifications.

I have the honor to be, Sir,

Your very obedient servant,

To THE CHIEF SUPERINTENDENT OF SCHOOLS,
FOR ONTARIO, EDUCATION OFFICE.

Head Master.

DATE OF ADMISSION.	NO.	NAME.	RESULT OF EACH EXAMINATION AND REMARKS.

No. 4.

**FORM OF APPLICATION FOR LICENSE AS KEEPER OF A BOARDING HOUSE FOR
TEACHERS-IN-TRAINING, ATTENDING THE NORMAL SCHOOL, TORONTO.**

EXTRACTS FROM THE GENERAL REGULATIONS.

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *Half-past Nine o'clock*, p.m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The Teachers-in training are not permitted to board and lodge in any house that has not been sanctioned by the Council of Public Instruction. Female students cannot, moreover, board in any house in which other than female boarders are admitted.

The Council will not be responsible to the keeper of any boarding house for board and lodging furnished to the students.

NOTE.—No boarding house keeper will be licensed unless one bed-room be allowed exclusively to two students, and a good sized parlor be set apart as a sitting room for the use of the students in the house. It is further necessary, that the house should, in other respects, be found at all times satisfactory on inspection by the proper authority. No applications for license are received unless made at least a week before the opening of the session. These regulations apply to all applicants, and to those now licensed.

TORONTO,

187 .

SIR,—I respectfully apply to be licensed as the keeper of a boarding house for (STATE MALE OR FEMALE) students attending the Normal School :

1. My house is situated on _____ street, No. _____
2. My certificate of character is signed by the Rev. _____
3. I propose to accommodate (STATE NUMBER) _____ students,
4. My house contains _____ rooms of all kinds, of which _____ rooms are occupied exclusively by my family, and _____ rooms are appropriated to the use of the boarders, in terms of the above Minutes of the Council of Public Instruction.
5. The size of each bed-room occupied by the boarders is as follows: _____
6. Each bed-room contains _____ bed, as above.
7. My price for board and lodging is \$ _____ per week.

I hereby agree to attend carefully to such rules of the Institution as may be sanctioned by the Council of Public Instruction for the government of the students.

I am, Sir,

Your obedient servant,

TO THE CHIEF SUPERINTENDENT OF EDUCATION,
EDUCATION OFFICE, TORONTO.

No. 5.

FORM OF REQUISITION FOR SUPPLIES OR REPAIRS, &c.

NORMAL AND MODEL SCHOOLS FOR ONTARIO.

TORONTO,

187

To the Chief Superintendent of Education for Ontario.

Sir,

The following are required for the use of the

School, viz. :

I have the honour to be, Sir,

Your very obedient servant,

Approved,

*Head Master of the Normal School.**Chief Superintendent.*

APPENDIX C.

THE NORMAL SCHOOL FOR ONTARIO.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked ; but no such Certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form :—

GRADE A, (B OR C), OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification—Normal School, for Ontario.

THIS IS TO CERTIFY, that _____ having attended the Normal School during the _____ Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First (or Second) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th section of the Ontario Consolidated Common School Act (22nd Victoria, chapter 64),

[L.S.]

STANDING	
IN THE DIFFERENT BRANCHES—	
No. 1 being the highest and 6 the lowest.	
Reading.....	
Spelling.....	
Writing.....	
Arithmetic.....	
Grammar.....	
Composition.....	
Education.....	
Aptitude to Teach.....	
Geography.....	
History.....	
Algebra.....	
Geometry.....	
Mensuration.....	
Natural Philosophy.....	
Chemical Physics.....	
Chemistry.....	
School Law.....	
English Literature.....	
Drawing.....	
Music.....	
Book-Keeping.....	
Punctuality and Regularity.....	
Conduct.....	

I do hereby grant to _____ a First (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which certificate shall be valid in any part of Ontario, until revoked by this Department (or for one year, as in the case of Second Class Certificates, Grade C).

Dated at the Education Office, Toronto, this (fifteenth) day of _____
one thousand eight hundred and seventy _____

Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of
the Department, Number _____

Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified to the attendance and conduct of the pupils, but such Certificates do not qualify the holders to become teachers in the Common Schools.

During the Ninth and Tenth Sessions, three classes of Certificates were granted, the First, Second, and Third; but the Third-Class Certificates of the Ninth Session expired on 1st July, 1854, and those of the Tenth Session on 1st November, 1854.

From the Eleventh to the Fourteenth Session, inclusive, only First and Second-Class Certificates were granted, and were not divided into Grades.

From the Fifteenth Session to the present time, the Certificates granted have been of the First and Second-Class, but each Class has been further divided into three Grades, A, B and C. These Certificates are all valid until revoked, but since the Nineteenth Session, inclusive, all Certificates of the Second-Class, Grade C, have been granted for one year only, so that the only valid Certificates of that grade are those granted from the Fifteenth to the Eighteenth Sessions, and those dated June and December, 1867, which expire in June and December, 1868.

In the Appendix to the Annual Report of 1867, pages 77-91, a full list of all Certifi-

cates, valid on 31st December of that year, was printed. The following is the list of Certificates granted in 1869 :—

Each Certificate is numbered and recorded in the Register of the Department, in the following order :

FORTY-FIRST SESSION.—DATED 15TH JUNE, 1869.

MALES.

First Class.—Grade A.

2713. Foreman, William (2116).

Grade B.

2714. Blatchford, Thomas.

Grade C.

2715. Birchard, Isaac James.
2716. Meldrum, Peter Gordon.
2717. Moore, Charles.
2718. Murray, Adam.
2719. Powell, Joseph Gunne.
2720. Silcox, John B. (2407).

Second Class.—Grade A.

2721. Bergey, David.
2722. Bretz, Abram.
2723. Hodge, Robert (2645).
2724. Holbrook, Robert.
2725. Osborne, Walter Joseph.
2726. Proctor, Henry.
2727. Sheppard, George.
2728. Walker, Alexander.
2729. Welsh, John.
2730. Wood, Frank (2648).

Grade B.

2731. Alford, William.

2732. Bigelow, George.
2733. Brown, James.
2734. Copeland, George.
2735. Crossley, Hugh Thomas.
2736. Davis, Samuel Percy.
2737. Dickenson, Henry.
2738. Emory, Cummings Van Norman.
2739. Findlay, David.
2740. Fisher, John Henry.
2741. Fleming, James Henry.
2742. Hodgins, William.
2743. Kennedy, Hugh William.
2744. Morton, Alfred.
2745. Murray, John.
2746. McCrery, James.
2747. Patterson, Andrew.
2748. Payne, Edward.
2749. Silcox, Abner.
2750. Sutton, Marshall.

Grade C.

[Expire one year from date.]

2751. Clapp, David Philip.
2752. Dowsell, John.
2753. McLurg, James.
2754. McMillan, Donald (2341).
2755. Richardson, Joseph.
2756. Smiley, George.
2757. Teskey, William.
2758. Tibb, John Campbell.
2759. Wilson, William.

FEMALES.

First Class.—Grade A.

2760. Good, Rebecca Ida (2652).
2761. Jones, Louisa Harriet (2508).
2762. Somerville, Petrina (2667).

Grade B.

2763. Harvey, Helen.
2764. Kessack, Jessie (2673).
2765. Montgomery, Sarah.
2766. Mullin, Isabella (2690).
2767. McCausland, Fannie (2691).
2768. McCreight, Sarah (2675).
2769. Panton, Jessie Reid Hoyes (2678).
2770. Spink, Jennie Elizabeth (2700).

Grade C.

2771. Coyne, Margaret Jane (2684).

2772. Crisp, Emma Matilda.
2773. Gray, Emma (2686).
2774. Gunn, Mary (2686).
2775. Lundy, Louisa Elizabeth (2689).
2776. McCreight, Isabella.
2777. Robbins, Clara (2378).
2778. Rogers, Agnes (2447).
2779. Sharpe, Jane Ann (2538).
2780. Somerville, Elizabeth.
2781. Sylvester, Sara.

Second Class.—Grade A.

2782. Crane, Laura Cornelia.
2783. Guillet, Mary Ann (2707).
2784. Hanson, Mary Elizabeth Fanny.
2785. Huggard, Susan.
2786. McKenzie, Isabella (2692).
2787. O'Neill, Mary Anne (2695).
2788. Rowland, Alice Jane (2711).

FEMALES—Continued.

Second Class—Grade A.

2789. Turnbull, Elizabeth (2702).
 2790. Walker, Elizabeth Laura.
 2791. Wallace, Jane (2703).
 2792. Walsh, Mary Ann (2704).

Grade B.

2793. Ashmore, Sarah Ann.
 2794. Black, Annie.
 2795. Brotherhood, Amelia Eliza.
 2796. Buckle, Sarah Amy.
 2797. Campbell, Jane Ann.
 2798. Duncan, Eleanor.
 2799. Holcroft, Margaret (2708).
 2800. Howland, Mary Ann.
 2801. Johnston, Sarah.
 2802. Kemp, Sarah Bianca.
 2803. Mitchell, Mary Anne.
 2804. Moule, Fannie Barbara.

2805. McNeile, Mary Anne.
 2806. Partington, Annie Levina.
 2807. Schofield, Amelia Monro (2544).
 2808. Stokes, Georgina.

Grade C.

[Expire one year from date.]

2809. Chambers, Annie Catherine.
 2810. Cummings, Louisa Ellen.
 2811. Findlay, Isabella.
 2812. Manning, Elvira Amelia.
 2813. Marsden, Sara.
 2814. Moran, Alicia.
 2815. McKenzie, Susan.
 2816. McNaughton, Jane.
 2817. Nixon, Jane.
 2818. Ray, Agnes.
 2819. Simpson, Jessie Ann.
 2820. Tamblin, Elizabeth Ann (2820).

CERTIFICATES EXPIRED JUNE, 1869.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates which expired before June, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month:

MALES.

- | | |
|---|---|
| 2574. Obtained <i>Second Class A.</i> (2631). | 2577. Obtained <i>Second Class B.</i> (2640). |
| 2575. " <i>Second Class C.</i> (2644). | 2578. " <i>Second Class B.</i> (2642). |
| 2576. Law, Benjamin. | 2579. Rutherford, Peter. |

FEMALES.

- | | |
|--|---|
| 2607. Obtained <i>First Class B.</i> (2650). | 2612. Obtained <i>Second Class C.</i> (2711). |
| 2608. " <i>Second Class B.</i> (2680). | and <i>Second Class A.</i> (2788). |
| 2609. " <i>Second Class B.</i> (2684). | 2613. Obtained <i>Second Class C.</i> (2820). |
| and <i>First Class C.</i> (2771). | 2614. Trott, Mary Ann. |
| 2610. " <i>First Class C.</i> (2662). | 2615. Obtained <i>First Class C.</i> (2670). |
| 2611. " <i>Second Class A.</i> (2674). | |

FORTY-SECOND SESSION.—DATED 22ND DECEMBER, 1869.

MALES.

First Class.—Grade A.

2821. Campbell, James (2311).*

Grade B.

2822. Bretz, Abram (2722).
 2823. Clapp, David Philip (2751).
 2824. Davis, Samuel Percy (2736).
 2825. Emory, Cummings Van Norman (2738).
 2826. Findlay, David (2739).
 2827. Fisher, John Henry Cole Fitzgerald (2740).
 2828. Hooper, Henry.
 2829. Meldrum, Peter Gordon (2716).
 2830. Moore, Charles (2717).
 2831. Murray, Adam (2718).
 2832. Payne, Edward (2748).

2833. Wilson, John (2630).

First Class.—Grade C.

2834. Alford, William (2731).
 2835. Crossley, Hugh Thomas (2735).
 2836. Dickenson, Henry (2737).
 2837. Hodgins, William (2742).
 2838. Holbrook, Robert (2724).
 2839. Johnson, Daniel.
 2840. McDiarmid, Hugh.
 2841. Murray, John L. (2745).
 2842. Silcox, Abner (2749).
 2843. Summerby, William Joseph.
 2844. Sutton, Marshall (2750).
 2845. Swallow, William Francis.
 2846. Tibb, John Campbell (2758).
 2847. Wood, Frank (2730).

--- --- **MALES—Continued.**

Second Class.—Grade A.

2848. Davis, Murdoch Lloyd,
2849. Deacon, John Scott.
2850. Dowsell, John (2752).
2851. Kellogg, Charles Palmer.
2852. McLurg, James (2753).
2853. Patterson, Andrew (2747).
2854. Richardson, Joseph (2755).
2855. Tonkin, Edward.
2856. Williams, Edwin Rice.

Second Class.—Grade B.

2857. Armour, Samuel.
2858. Beer, Henry.
2859. Bowman, George Washington.
2860. Guest, Joseph.

2861. Kinney, William Thomas.
2862. Laidlaw, John Beattie.
2863. Lynn, John.
2864. McCardell, David.
2865. McIntosh, Angus.
2866. Nash, Samuel Shelly.
2867. Nixon, Frederick.
2868. Strathers, Andrew Witherspoon.
2869. Teskey, William (2757).

Second Class.—Grade C.

[Expire one year from date.]

2870. Adams, Thomas.
2871. Ballard, John Francis.
2872. Bell, William.
2873. Kerr, George Jonathan.

FEMALES.

First Class.—Grade A.

2874. Kessack, Jessie (2764).
2875. Lundy, Louisa Elizabeth (2775).
2876. McCausland, Fannie (2767).
2877. McCreight, Sarah (2768).
2878. Spink, Jane Elizabeth (2770).

First Class.—Grade B.

2879. Burriss, Mary Jane (2671).
2880. Gray, Emma (2773).
2881. Gunn, Mary (2774).
2882. McCreight, Isabella (2776).
2883. O'Neill, Mary Anne (2787).
2884. Turnbull, Elizabeth (2789).
2885. Walsh, Mary Anne (2792).

First Class.—Grade C.

2886. Ashmore, Sara Anne (2793).
2887. Black, Annie (2794).
2888. Buckle, Sarah Amy (2796).
2889. Cusack, Margaret.
2890. Duncan, Eleanor (2793).
2891. Hanson, Fannie Mary Elizabeth (2784).
2892. McNeille, Mary Anne (2805).
2893. Manning, Elvira Amelia (2812).
2894. Marsden, Sara (2813).
2895. Moule, Fannie Barbara (2804).
2896. Weir, Sarah Emma (2712).

Second Class.—Grade A.

2897. Adams, Annie.
2898. Cummings, Louisa Ellen (2810).
2899. Durand, Emma Louisa.
2900. Fulton, Mary Helen.
2901. Good, Agnes Louisa.
2902. Howland, Mary Ann (2800).
2903. McMulkin, Martha Jane.

2904. Munshaw, Matilda Caroline (2710).
2905. Nixon, Jennie (2817).

Second Class.—Grade B.

2906. Carney, Barbara Charlotte.
2907. Chadwick, Elizabeth Miriam (2681).
2908. O'Donovan, Mary.
2909. Johnston, Sarah (2801).
2910. Joyce, Mary Greeves (2688).
2911. McKenna, Teresa Maria.
2912. McNaughton, Jane (2816).
2913. Martin, Caroline.
2914. Partington, Annie Lavinia (2806).
2915. Payne, Maria.
2916. Robinson, Alfaretta.
2917. Silcox, Fannie A.
2918. Stokes, Georgina (2808).
2919. Wilson, Eliza.

Second Class.—Grade C.

[Expire one year from date.]

2920. Atkinson, Harriet Emma.
2921. Brass, Annie.
2922. Cody, Caroline Sabrina.
2923. Cruise, Jane Ann.
2924. Findlay, Isabella (2811).
2925. Lightburne, Annie Eliza.
2926. Lough, Mary.
2927. McKenzie, Susan (2815).
2928. McTavish, Margaret.
2929. Murison, Annie.
2930. Murphy, Anne.
2931. Ramsay, Annie.
2932. Riddell, Sarah Jane.
2933. Richardson, Caroline Amanda.
2934. Richardson, Jemima.
2935. Robertson, Jane.
2936. Rutherford, Grace.

CERTIFICATES EXPIRED DECEMBER, 1868.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. Lists of Certificates which expired before December, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month :

MALES.

- | | |
|--|--|
| 2644. Crawford, Duncan.
2645. Obtained <i>Second Class A.</i> (2723).
2646. Kelly, John William. | 2647. McKee, George.
2648. Obtained <i>Second Class A.</i> (2730).
and <i>First Class C.</i> (2847). |
|--|--|

FEMALES.

- | | |
|---|---|
| 2705. Adkins, Fannie Mary.
2706. Burk, Mary Emily.
2707. Obtained <i>Second Class A.</i> (2783).
2708. Obtained <i>Second Class B.</i> (2799). | 2709. Obtained <i>Second Class C.</i> (2814).
2710. Obtained <i>Second Class A.</i> (2904).
2711. Obtained <i>Second Class A.</i> (2788).
2712. Obtained <i>First Class C.</i> (2896). |
|---|---|

* The figures in brackets indicate the number of a previous Provincial Certificate obtained by the student, and now recalled. If more than one such Certificate has been obtained, the number of the last only is given.

PROVINCIAL CERTIFICATE CANCELLED.

The Second-Class Provincial Certificate, Grade B, granted on the 15th June, 1866, to REUBEN KEAM, has for good cause been revoked by the Chief Superintendent of Education, under the authority of the Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, and of the School Law Amendment Act, 23 Vic., chap. 219, sec. 22, said Certificate having been first suspended by the Local Superintendent.

Trustees will accordingly take notice that the said Reuben Keam, lately teaching in the Counties of Northumberland and Durham, no longer holds a Provincial Certificate of any class qualifying him to teach in a Common School in any part of the Province of Ontario.

Certified,

ALEXANDER MARLING,
Registrar.

EDUCATION OFFICE,
Toronto, December, 1869.

APPENDIX D.

EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS
AND BOARDS OF SCHOOL TRUSTEES IN ONTARIO, RELATIVE TO THE STATE AND
PROGRESS OF EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS,
AND VILLAGES, FOR THE YEAR 1869.

I. COUNTY OF GLENGARRY.

1. *The Reverend W. K. Anderson, Lockiel.*—All the schools in this township, both Common and Separate, have been in operation last year most of the time, and though the progress is not all that could be desired, yet all have started afresh for 1870 with the exception of one of the Separate Schools (No. 12). That which seems to militate very

Boards of Public Instruction that will keep up the examinations of teachers to the proper standard, and this will be the case when the county superintendent is the chief person on the Board. We want the superintendent to have more power in the matter of providing school accommodation, for although, no doubt, much might be done voluntarily by the people when roused to a sense of their duty by an active superintendent, still in many sections other means would be required. We want compulsory education to force indifferent parents to send their children to school. To be brief, we want the School Bill introduced during the present Session of the Legislature *without amendments of any consequence*, and until such Bill is passed we can do but little to remove the difficulties above mentioned, and I trust that our Legislature will awaken to a sense of this most important duty, and that another session will not pass without placing this most valuable Bill in our Statute Books, amalgamated with the existing school laws, all arranged and consolidated in as concise and clear a manner as possible, for by so doing the first Parliament of Ontario would erect its most enduring monument, and secure the blessings of future generations.

4. *The Reverend William Lumsden, M.A., Hawkesbury West.*—During the year throughout which my term of office has extended, my endeavours have been faithfully directed to the elevation and advancement of the schools under my charge, to the obtainment of greater exactness in the examination of candidates for the office of teachers, to the obtainment of more accurate reports from trustees, to the improvement of the methods of teaching, and to the enforcement of the regulations respecting the use of authorized books. It is perhaps not improper to say, as it is true, and perhaps should be known, that while money was expended, and the public expectant, and the form of calling candidates together was gone through regularly, nevertheless for all the purposes of a real examination, there was no real progress made. I may say that most unqualified persons have come under my notice during my term, who attended regularly the examinations, and who were the bearers of formal regular certificates, and who were thus placed over the Common Schools to the detriment of the public interest. Throughout my term of office, I have studiously set myself against the practice, and I have aimed by rigid examinations, as far as custom and prejudices in favour of old ways would allow to entrust with titles to teach only those who proved themselves fit, and rigidly to exclude all others. I trust that by thus acting, I have gained the public confidence, and that except for the legal point raised, whether a Grammar School master can legally hold the office of Common School Superintendent, my continuance in the position of Local Superintendent would be continued. I have also been able to detect and prevent false returns, and other illegal acts, which, I am sorry to say, appear to me to have had some continuance in this part of the Province. I have endeavoured, not wholly but almost in vain, to prevail upon the Boards to raise the miserable stipends paid in the County. I have prevailed, in some instances, upon Boards to obtain maps from the Department, where no maps were ever before. One good brick school-house has been built and paid for. Several improvements have been made in school-houses, and in Caledonia, the section No. 1 will begin in May to erect a new school-house, which will be a credit to this part of the country. A great change is going on here respecting population. It is doubled in a few places, and the new enterprizes in railway construction are full of promise respecting future development. Permit me here not simply as a Common School Superintendent, but more as a Canadian and a citizen, to thank the Department in my own name and in the name of most of the people in the community, for the introduction of the series of readers now put in the hands of our boys and girls. They are very good. I think I may give my opinion as a teacher, and patriotically I may say, that if this series had been for the last forty years in the hands of Canadian children, a universal nationality and universal loyalty would have been the natural result. Permit me now, although a retiring Superintendent, to beg a revision of the larger English Grammar, the better adaptation of the Spelling Book to the purpose of dictation, and an extension of section Nos. 7 and 8 in Sangster's Larger Arithmetic to the uses and application of practical cases of percentage. The preparation of Skeleton Maps (without names) for examination, would be an invaluable boon to the schools of the Province. If the Atlas and Wall Map agreed, the Atlas named and numbered, and the Wall Map numbered, we could use the Wall Map perfectly.

5. *Alexander McLean, Esquire, Plantagenet South.*—The schools under my superintendence during the past year, have made as much progress as could be expected under existing circumstances. Most of the schools, notwithstanding the liberality of the Government, are still without the necessary books, maps, and apparatus, which are so essential to their life and well-being, and seemingly nothing can be brought to bear upon the parents and trustees, to induce them to make a move in that direction. There are some other causes which operate against the progress of education—the greatest of which are the two following:—The low standard for the qualification of teachers, and, employing teachers who can only, and that very imperfectly, teach in French, in sections whose inhabitants have, for the most part, their business transacted in the English language.

IV. COUNTY OF RUSSELL.

6. *James McCaul, Esquire, Clarence and Cumberland.*—The number of schools under my superintendence during the past year was twenty, namely, eleven schools in the Township of Clarence, and nine in the Township of Cumberland. There was a marked improvement in all the schools during the past year, but still the attendance is not what it should be. In many cases the cause of non-attendance is owing to bad roads and the distance to travel, but in a majority of cases it is entirely owing to the negligence of parents. The new series of National School Books is principally used in all the schools, but there is a general complaint among the people on account of the miserable manner in which all the school books, new and old series, are bound; in a very short time the binding is gone, and the books are in tatters. The distribution of prizes had a good effect in all the schools in which the Trustees had the liberality and wisdom to grant a small sum towards that object. The books in the school libraries are well taken care of and much appreciated. The revised programme of County Board Examinations is observed, and the questions printed.

V. COUNTY OF CARLETON.

7. *The Reverend Richard Gavin, A. M., Gloucester.*—To give briefly and comprehensively a just idea of the schools under my superintendence during 1869-70, I take leave to classify them thus:—1. Six are comparatively good, and well conducted. 2. Five, though not very good, are improving. 3. Eight are poor and inefficient. 4. Two are, to all appearance, utterly useless. Where there has been great inefficiency the teachers must bear a share of the blame, although I regard them "as more sinned against than sinning." They receive generally inadequate remuneration. Their endeavours to make improvements are often not seconded by Trustees and parents; on the contrary, they are at times opposed. Their requests for new books, maps and other requisites, are not unfrequently peremptorily refused. And, worst of all, the attendance of their pupils is very irregular. That irregularity is on the part of a large number in this Township, carried to an extent that is disgraceful to parents and quite inexcusable. In reply to the questions which I am required to answer, I beg to state that: I. The causes of the non-attendance of the 228 mentioned in my return, have been, in a few instances, distance from school,—in others, engagements at home, and in the majority of cases, carelessness or indifference in the parents. II. The regulations as to stated religious exercises are not observed in those schools that are attended partly by Roman Catholic children, because their parents had objected to the usual services. The same omission in certain other schools can be accounted for only by the negligence of the teachers. III. Our Circuit Board of Public Instruction uses printed questions. Latterly it has had, on each occasion, as many as ten different examination papers. It has aimed at raising the standard of qualifications in teachers; that it has succeeded I cannot say. IV. The want of a museum and suitable school apparatus, though it exists in all our schools, is not felt. The proposal to get it supplied has not been appreciated. V. My experience of the influence of school libraries has been very limited, and has been far from encouraging. VI. The prizes distributed have been very useful. It seems to me desirable that the distribution were extended so as to encourage all industrious and deserving pupils, though some of them might fail in competition. VII. Some of our teachers appear to be interested in the *Journal of Education*;

and that implies that they find the reading of it not without benefit. Its influences, however, ought to be greater. One drawback to its usefulness here has been the irregularity with which it has been received. It has not been transmitted to the Post Office addresses mentioned in my report.* VIII. It appears to me, that the lectures, which Superintendents are ordered to deliver in each school section, are most useful when given at evening hours, in churches or public halls, at centres where the rate-payers and parents of several sections may attend. I take the liberty of adding that, if our schools are to serve the ends intended, the experience of those, who have the best opportunities of judging, shows that, by some means, parents should be compelled to send their children to school, and to furnish them, when there, with the necessary books—that teachers should be more encouraged and better provided for than at present, and that an effective system of superintendence, removed from petty local influences, is imperatively called for.

8. *The Reverend Charles Taggart, Gower North.*—All the schools in this Township have been supplied with efficient teachers during the past year. One respectable and commodious school-house has been erected at a cost of about \$800, and several of a similar class are to be erected this year. The cause of non or irregular attendance arises, 1st. From the largeness of several of the sections, involving too great a distance from school. 2nd. Want of interest on the part of parents. In the greater number of the schools, the regulations in regard to religious instruction are followed with marked beneficial results. The programme for County Board Examinations is observed, and the questions are printed. There is not a museum or magic lantern in the Township, but we hope there soon will be both. There is but one school library. The books are labelled, covered, and numbered. The influence in the school and neighbourhood is highly beneficial. For some cause, the Journal is not regularly received in several of the sections, and the loss is felt.† The desire to furnish all the families with a sound and useful education, is evidently increasing in this section of the country, with the improved circumstances of the people.

9. *The Rev. James Godfrey, A.B., Huntley.*—There is one question among those which the Local Superintendent's Report requires to be answered in a separate communication, on which I wish to say a few words. It is that about the cause of the non-attendance of children at the schools. There is no doubt that the carelessness of many parents, and the poverty of many others, must bear the blame of a great deal of this non-attendance. But along the boundaries of this Township, the want of Union Sections, prevents a great many children from attending school regularly, no matter how anxiously their parents and themselves may wish it. It is very sad to think how many children are placed at a disadvantage as compared with other children, by this one cause. And I fear we can look for no improvement under the present law. One Union Section between Goulbourn and Huntley, has been broken up by the Goulbourn municipality, and this year, the Municipal Council of the Township of March, following the same narrow-minded policy, will dissolve the union between a part of Huntley and a part of March. The consequence will be that the schools in those localities will either be closed, or, from diminished resources, inferior teachers will have to be employed. And thus the few facilities for obtaining an education will be made fewer still. I am, therefore, very sorry that the Bill of last year miscarried. The provision of it, by which the County Superintendent was empowered to form Union Sections, would have done a great deal of good, if the right sort of man were placed in the office.

10. *The Reverend John May, M.A., March.*—I have much pleasure in saying, that before I left March, a movement was set on foot for the improvement of the schools there. Mr. R. Y. Greene, Reeve of the Township, and very influential and popular, was doing all he could to raise the grade of education in the Township.

* The *Journal* is regularly mailed to the Post Office reported. Change of address ought to be notified to this Department, by letter.

† The *Journal of Education* is regularly mailed to all the sections of this Township. Changes of Post Offices should be reported by letter.

VI. COUNTY OF GRENVILLE.

11. *Robert E. Brown, Esquire, Augusta.*—The amount of public money for 1869 apportioned among the schools of this Township, was \$2,158.87, and the amount paid teachers, was \$3,173.17½—the difference, \$1,015.30, shows the amount raised by taxing ratable property—averaging \$42.30 for each School Section, and about \$1.08 for each person assessed. With a very few exceptions, there is a disposition on the part of Trustees to engage teachers at a low salary, and, of course, they are sustained by the people who elect them. It is in my opinion to be regretted, that the amendment to the School Bill, as proposed by the Honourable Mr. Cameron, did not pass the Local Legislature. The appointment of County Superintendents who hold certificates of qualifications would, I am inclined to believe, tend to secure the services of more competent teachers, and, consequently, improve the condition of our Common Schools. Local Superintendents of Townships may be too much under the influence of interested parties, whose importunities for favour require considerable fortitude to resist. I hope the subject in due time will be brought before our Government again, and that it will receive that careful and serious consideration it most certainly deserves.

12. *The Reverend Robert McKenzie, Gower South.*—Upon the whole, the improvement in education has been decidedly encouraging. In answering, however, the questions submitted in the Return, I would reply, 1st. In reference to the question on *Non-Attendance* thus—parents and Trustees, with few exceptions, seem to think that they may keep their children at home during seed time and harvest, without damaging in the least, their educational interests. 2nd. In the majority of the schools, the regulations in regard to religious instruction are followed, with one exception, where it is considered prudent for reasons which may not be assigned, to dispense with them. 3rd. The programme for County Board Examinations, is generally and faithfully observed, and during its last sitting the questions were new and written, which, I believe, is the rule in this locality. 4th. Owing to the comparatively backward state of matters here, the schools are not furnished with libraries or magic lanterns, but are, with one exception, furnished with maps. 5th. No prizes as far as I am aware were distributed in any of the schools during 1869. 6th. In several of the schools the *Journal of Education* is received, and read, and deservedly appreciated.

VII. COUNTY OF LEEDS.

13. *W. T. Janson, Esquire, Bastard.*—In reading your last Annual Report, and comparing the statements of the different local superintendents, I am led to conclude that the schools in this municipality will compare favourably with schools in Central Canada. Some are progressing, while others are at a standstill. The principal branches taught are reading, spelling, arithmetic, geography, and writing. The reports give too large a number, in my opinion, in history. Some teachers have what they call question classes; that is, they ask questions and answer them a sufficient number of times so as to enable the pupils to answer them themselves. Thus they are taught history and other things without books. The pupils reported as in grammar are too large in number; for though they may be all studying grammar, yet many of them study it for so short a time, and at long intervals, that they know but little about it. I have tried to do my duty as laid down in the School Manual. I think the trustees have given me too much credit for lecturing. They were not all lectures, as reported, but talkings with the children and people. Perhaps as much good can be done in this way as in any other; at any rate it makes you more familiar with both children and parents. I have visited all the schools twice—a thing which has not been done for sometime—with one exception. I have been well received by people and teachers, as well as by the children; and I hope I may have done some good in the way of direction and counsel, as regards the furnishing of school houses with maps, libraries, and other things necessary towards making a school room attractive, and more in accordance with the true spirit of the age. Before I close, I have a word to say as regards the “Amended School Act,” which was withdrawn. The people in this municipality were opposed to it, some even threatening that if it passed they would educate their children apart from the Act altogether: in other words, hire a teacher and pay him themselves, as they would any other person they might employ.

14. *The Reverend John Carroll, Leeds and Lansdowne Front.*—I regret that my Annual Report shows so many children of suitable age who are not attending any school. The reasons assigned are those generally given. About one-third of the non-attendants belong to School Section No. 16, which is upwards of six miles in length, and the school house being at one extreme the children residing at the other cannot possibly attend. School Section No. 2 sends in no report for last year; the section has undergone many changes during the past year by removals and fresh arrivals. Very substantial and commodious school houses have been erected in Sections Nos. 1, 8, 11, and 17 during the past year and a half. Eleven schools are reported as opened and closed with prayer. In ten the New Testament is read, but in none of them are the regulations for religious instruction observed. The programme for County Board Examinations is strictly followed, and the questions are printed. But although the programme is adhered to, the standard of the various county and circuit boards differs very much. To remove this evil it would be very desirable to have the questions prepared under the direction of some competent board, and sent to the various county boards. Indeed, it is time that some change were made in the method of making school teachers. Any young man or woman who passes a decent examination before a county board is sent out as a qualified teacher, simply because answers have been given to so many questions. There is no method of ascertaining their fitness, they have no special training for their calling, have no knowledge of school organization. This difficulty might be met by an increased number of training schools situated in convenient localities, and by a requirement that all teachers of our public schools should undergo a prescribed course in some authorized training school. Prizes have been awarded in five schools, and I am informed that they invariably stimulate the pupils to greater diligence in preparing their lessons. The *Journal of Education* is regularly received and highly appreciated by trustees and teachers.

15. *The Reverend James Gardiner, Yonge and Escott Rear.*—The cause of a few not attending school is neglect. Authorized books are used in each school—some new, some old. The programme is observed, but the questions were not printed this year although prepared. No museum or other improvement commenced. A great want of maps, cards, and books. The one library has been nearly all lost or destroyed. We have some good school houses, others wretched and unfit for the children. Sections small. Cheap teachers necessary in general. No perceptible influence from library or prizes. The latter generally introduced by teachers. The Grammar and Common Schools at Farmersville are united, in a splendid building. The *Journal of Education* is often left to be sent by the Local Superintendent. No great interest or profit to trustees. New manuals are needed in several schools. The teachers are generally changed at the close of the year. Changes are too frequent, and generally made to save money. No. 4 has not drawn the grants apportioned for 1869, and is not open. It is crippled by the formation of the Separate School. No. 14, just formed, will damage No. 1, already weak, and No. 3 only now able to work. I have not been able properly to superintend the schools all the year. Another will be appointed superintendent in April. Better teachers are needed, but cannot be secured without an increase of salary. The education of the youth is not the great question in this township, and the Union Schools are all located in the other townships.

VIII. COUNTY OF LANARK.

16. *The Reverend James A. Preston, M.A., Beckwith.*—The general reason assigned for non-attendance of children is "*indifference of parents*," but in some instances, it is the real or supposed inefficiency of teachers. The people are too ready to form judgment upon very insufficient evidence, very often, the simple statements of their own children, and are too seldom ready to hear the other side of the question, and use such authority as the law prescribes, for the settlement of grievances. This is one fruitful source of the constant change of teachers, who naturally feel that they should not be placed in an inferior position to other persons against whom charges are brought, who have their accusers face to face, and are convicted or acquitted after proper investigation by competent authority. I have nothing to add to my former remarks concerning the use of the revised programme, by the Boards of Public Instruction at Perth and Carleton Place, of which I

am a member. These two Boards, I am happy to say, still preserve the highly respectable standard they have for some years aimed at. No school in Beckwith or Drummond, has as yet commenced a school museum. In the libraries some few books are covered, labeled, and numbered, but I regret to say, I find very few traces of their being read to any great extent, and, therefore, I am forced to the conclusion, that in my jurisdiction, these libraries have little influence. I am happy, however, to state that the distribution of prizes, both at the Township examinations and in the sections where they have been distributed, has had the very best influences, notwithstanding the feelings of envy and disappointment consequent upon the rewarding of the diligent, and the withholding rewards from the rest, added to the spirit of emulation and competition aroused. In some sections the *Journal of Education* is received, in others read, and in still more, complaints are very general that it is not received.* However, as far as this part of the country is concerned, I am convinced it is too often allowed to lie in the small country Post Offices for months, and no notice whatever is taken of the direction to send it to the Local Superintendent, if it be not asked for. Upon the whole, I am gratified in having to report a growing desire for better school edifices, a better system of instruction, and an improved class of teachers. The people of Carleton Place are about to erect a fine stone school-house, at a cost of five thousand dollars, which will accommodate the Grammar and Common School departments. The people in S. S. No. 9, Beckwith, will have a stone house, and the people of S. S. No. 13, a good frame school-house in the course of the present year. I should strongly approve of Township Boards of Trustees in preference to the present system of three for a section, and of a clause which would render it compulsory for children to be sent to some school. The regulations concerning religious training are no where observed, being for the most part, quite beyond the power of ministers of religion in rural districts, and the want of knowledge of the very fundamental principles of Christianity, are, I am sorry to say, very generally apparent.

17. *The Reverend Alexander Mann, Pakenham.*—Taking all things into consideration, I think I am warranted to state that the schools in this Township were, during last year, conducted in a satisfactory manner. Some of them were taught in a very creditable way. Where there was deficiency, it related chiefly to English reading. The advanced pupils generally read fluently, and with considerable attention to grammatical pauses. It was also evident that the pronunciation of words had not been neglected. But the case was different as regards emphasis, rhetorical pauses and inflections. There is reason to believe, however, that there will be an immediate improvement relative to this matter. It has been prominently brought under notice at public examinations, as also when teachers were candidates for certificates. And the information given in the spelling-book recently introduced into Common Schools, cannot fail to be productive of good results. It is but justice to mention, that, in reference to one school, these remarks do not apply. Efforts were there successfully made to train not only advanced scholars, but also beginners, to read intelligently, and with suitable intonation. There was great excitement on the part of both teachers and scholars, at a recent competitive examination, open to all schools in this Township. Some of the schools were well represented, and the appearance made, in most of the branches which formed the subject of trial, showed that the teachers had been discharging their duties faithfully. On that occasion prizes were awarded, not only to pupils, but also to the teachers who evinced the greatest professional proficiency. One pleasing feature connected with this competition, was the presence of many parents. These seemed to take as lively an interest in the proceedings as their children. There were likewise present others who are friends to the cause of education. It is probable, therefore, that an annual contest of this nature will be productive of the best effects. Libraries are evidently not answering intended purposes. Reports generally indicate that they were open to the public, but that few volumes were read. The case, however, would likely be otherwise, if additions were made to the present collections. And, if Trustees would exert their influence, this, I think, could easily be accomplished. The *Journal of Education* reached the respective Post Offices in this locality in proper course,

* Where the *Journal* is not received, it is because changes of Post Office have not been reported by letter to the Department. A copy of each publication is regularly mailed to each section in Beckwith and Drummond.

but was not uniformly called for by the parties to whom it was addressed. Children not attending any school, seem to have been prevented from doing so either because their homes were too distant from the school-house, or because family circumstances rendered it necessary that they should assist their parents in agricultural work. In six schools the Scriptures were daily read, and the Trustees of one of these report, that the general regulations in regard to stated religious instructions were following with good results. In five schools the regulations were observed only in so far as prayer and reading of the Scriptures are concerned. The programme for County Board Examinations was observed. The examination questions were partly written and partly *viva voce*. None of the schools have commenced a school museum of natural history, and none of them have magic lanterns or other scientific amusements for the pupils.

18. *The Reverend William McKenzie, Ramsay.*—In some points there has been progress during the past year. In the village of Almonte a new school house has been erected, and occupied for the first time during last twelve-month. In four handsome rooms, four hundred scholars can be accommodated. These are under the care of four teachers. The building, both as regards appearance and commodiousness, is very far in advance of anything in this region, and already it has had the effect of arousing the desire in other quarters for better school accommodations. In two other villages I believe school houses are to be erected on the plan of that in Almonte. In two other sections in the township new school houses have been occupied during the year, and these are greatly in advance of those previously existing. There is a steady tendency towards better and more sufficient school room ; and that, when secured, acts effectually in bringing about a larger and steadier attendance. Our average attendance in the village of Almonte has increased last year about thirty-three per cent. The average attendance of scholars, over the whole township, has not improved during the past year. In the first half-year there was a considerable falling off—the prolonged and severe snow storms which distinguished the close of last winter told most disastrously on the attendance in schools in country sections. But no doubt the carelessness of parents and guardians is one main cause of non-attendance. There is little appreciable result from the religious teaching in our schools. Any real effect seems to depend on the character of the teacher. An earnest-hearted Christian man or woman in the situation of a teacher, is sure to exert a beneficial influence ; though, perhaps, more indirectly than by any set instructions. Prizes have been distributed in several schools, and with a good result. They serve as a stimulus to industry and attention, and when they are given as the reward of excellence and proficiency in a course of lessons for some six months, they secure a far better attendance. The programme is observed at the examination board, and the questions are printed. In most of the schools there is great room for improvement in apparatus, and few or none have those means for making the pursuit of knowledge interesting to the young, which are found in our Normal Schools. On the whole, however, there are signs of a steady progress, and taking them even as they are, our Common Schools are a noble institution, placing Canada in the van of those lands which are now foremost in progress and promise.

19. *Charles Judge, Esquire, Sherbrooke South.*—There are four schools in this township, and one partly, i.e., Union—five in all. The Union School has its school house in the township of Bathurst. The cause of the non-attendance of pupils comes first from the great distance some pupils are from the school, secondly from the carelessness of guardians and parents. The *Journal of Education* is received and read by some, and has a good influence on those who read it ; others are too careless to read anything good. Owing to my appointment to the office of Local Superintendent being of so recent a date, I shall say no more at present.

IX. COUNTY OF RENFREW.

20. *The Reverend John McEwen, Alice and Village of Pembroke.*—There is nothing of importance to note either of progress or a backward tendency. With the sections where there is a large German element, we continue to find it difficult to meet all the necessities that exist. They are slow to fall in with the working of our school system. Maps have been introduced into another of the schools, putting it into a greater degree of efficiency. The Board of Examination continues to prosecute its work vigorously, and a desire is

expressed by the different boards to institute competitive examinations—the candidates to be from different parts of the county. The educational interest of the town of Pembroke holds on its way, but in my judgment is not doing all that ought to be done. We need new buildings in a different part of the village, with a larger staff of teachers, and more varied accommodation; the parents, teachers, and pupils would all feel a deeper interest, and manifest more mental activity in the necessitous work of Education. For all this we must work and wait.

21. *John Haliday, Esquire, Bagot.*—The schools in this township are, on the whole, doing very little good, with the exception of No. 4. They have never turned out any good scholars, and as to religious instruction, it is not even attempted, so far as I know. The programme of the County Board Examinations is observed, and the examination questions are printed. In my opinion the Common School teachers are generally improving. Magic lanterns are unknown here, and the libraries are doing no good. The reason in my opinion is, there have been no new books got for a number of years, and the people here are getting very careless on the subject. The *Journal of Education* is regularly received, and as far as I know, the reading public prize it very much. Prizes have not been offered for a number of years in any of the public schools to my knowledge. You will perceive the schools are not as well attended as could be wished. To think of a teacher sitting all the year teaching an average of two and a half or three pupils, is anything but right, and people are taxed to keep up that school, who can never send a child to it owing to the distance they live from it. When a whole Township is taxed to keep up one school it should be a public benefit. The teacher in Section No. 2, Blithfield, has only had that average, and has received \$140 for teaching 3 children 150 days, which is a great loss to the taxpayers, as most of them can never expect to reap any benefit from the school, and yet they have to support it. The school law in some instances is a very hard one to bear. These townships are thinly settled, and the greater part of them bad land, and we can never expect to have good schools as the children cannot attend either summer or winter, the distance to travel being too great in the meantime, and very little hope of improvement here yet.

22. *The Reverend Peter Lindsay, McNab.*—One great drawback to the progress of education is the employment of cheap second and third class teachers. When a young girl can be got to teach for \$120 or \$140, it is hard to get a section to engage a more expensive teacher, especially in poor sparsely settled districts. The economy is an ill-judged one. The cheap teacher proves in the end, a dear one to the section. The mind that has itself received a high culture is best fitted to deal with mind. In building a material edifice, much depends on the soundness of the foundation on which it rests, and so is it in even a still higher degree in laying the foundations of a healthy, intellectual, and moral culture. Much remains to be done, yet with all our imperfections there is progress. Hindrances lie not so much in the machinery of our School System as with its workings. Last year, for the first time, we had a competitive examination of all the schools of the Township. It was a success. A good deal of interest was excited, prizes were distributed, and teachers, as well as scholars, brought together in friendly rivalry. Such examinations are salutary, and I hope to see them become general.

23. *The Reverend James C. Slater, Pembroke.*—In one section the cause of non-attendance at school is said to be indifference of the parents—in the other to be unknown. The probability is, that in some cases, the parents are poor and unable properly to clothe the children, and in others, the children are detained to work at home. I am not aware that any stated religious instructions are furnished. I have not been able to attend the session of the County Board, having been here but a short time, but am informed that the programme is duly observed, and that the examination questions are written. There is no microscope in any school-house. There are no school libraries. There were no prizes distributed. The *Journal of Education* is not regularly received.* It is a source of regret to many here that the provisions of the proposed new Common School Act were not adopted by the late session of Provincial Parliament, especially that part of the Act requiring County instead of Local Superintendents.

* The *Journal* has the address printed on it, and is regularly dispatched every month by the Publishers. Why it is not regularly received in Pembroke as it is in Hinchinbrooke (See *Local Superintendent's Report*, No. 27,) we are quite unable to understand. The fault must lie with the Post Office.

X. COUNTY OF FRONTENAC.

24. *William Maynard, Esquire, Barrie*.—I have much pleasure in being able to state that the aggregate attendance is an improvement upon last year. The cause of non-attendance in Section No. 2, is owing, perhaps, to a want of clothing, but I am more inclined to think the negligence of parents is the chief cause. Our school-houses are all in good repair, but not one of them is furnished with maps, apparatus or library. The general regulations in regard to religious instruction are not followed. The revised programme for County Board Examinations is strictly observed, and the questions are printed. A limited number of prizes were distributed in School Section No. 1, with satisfactory results.

25. *James Babcock, Esquire, Bedford*.—This Township has a scattered population, and it is therefore very difficult for children in some parts of it to attend school. Parents do not, as a general thing, take that interest in education that they should, and the reasons are poverty and want of education on their part. However, I think on the whole, the cause of education is progressing in this Township. At present there is one new stone school-house built in Section No. 1, and during the past year a new school section has been formed (No. 11,) and I expect school will be opened in the spring. There is only one first-class teacher in the Township, two second-class, and the balance third. The *Journal of Education* is a welcome visitor in most of the schools and families, and is read with great interest.

26. *The Reverend D. A. Brown, Clarendon*.—As to the prospects of the schools under my charge, I cannot report them as favourably as I could wish. Nevertheless, I can truthfully say, they are not retrograding. We labor under embarrassing circumstances in this new settlement. The school sections are large, and yet but few scholars in them, consequently our average is small, excepting Nos. 1 and 2 in Palmerston. We have great difficulties in securing competent teachers. Those whom we would like to employ, we cannot, on account of our poverty. No. 1 in Clarendon has had no school the past year, on account of being disappointed in a teacher. Nos. 2 and 3 have kept their schools open six months each, and have made very good improvement. No. 6 in Miller is united with No. 1 in Abinger—the school-house being in Abinger. No. 4 has just finished a comfortable school-house, and has made arrangements to open their schools to-morrow. The remaining sections have no school-houses, and but very few scholars in their limits.

27. *William H. Brown, Esquire, Hinchinbrooke*.—Our schools are all free, and have been kept open the greater part of the year, as you will see by my report. There are a large number of children not attending any school. The reason, as near as I can ascertain, is that parents are uneducated themselves, and think their children can live as well without that essential element as they have done. Many parts of this Township are new, and schools few and far between, yet, notwithstanding many difficulties, the great and glorious cause of education is progressing. Teachers hitherto employed in this Township, have been of an ordinary character, but through my influence, we have teachers of a higher character, and as things now appear, I think we will not regret the course we have taken. The questions for County Board Examinations are all printed, and the Board has raised the standard in several branches. We intend to procure a library, and other essentials to the rising generation. The *Journal of Education* is regularly received, and generally appreciated. There is one library in School Section No. 1, and the results have been good. We have five good school-houses, and although built with hewn lumber, they are very commodious. The other three are rather dilapidated, but will soon be replaced by a better class of buildings.

28. *William Vankoughnet, Esquire, Kennebec*.—I beg leave to report that this is a poor and very rough Township, and the inhabitants generally are poor. No. 1 Union School Section school-house is a good frame building, with a map of the world, and blackboard; No. 2 is a log building, with seven maps and a blackboard; No. 3 is a log shanty, without any school apparatus; No. 7 is a log shanty also, and is without maps, &c. Prizes were distributed in two sections, and I am happy to say, with beneficial results. I regret to say that there are no libraries in our school sections, owing to the want of means to procure them. Time, I find, must be given to the people on this subject. There seems to be a perfect indifference amongst the inhabitants of this Township, as to the benefits of a

Common School education for their children. As a general rule, the people have received but little education. There are many causes for non-attendance, but I think the chief reason is indifference of parents, and great distance from school. Our schools are all free. The revised programme for County Board Examinations is observed, and the questions are printed. Two new school-houses will be built this summer—one at Arden (Section Two,) and one in Section No. seven. On the whole, I think the schools in this Township are making some progress in the different branches of education.

29. *Daniel McKee, Esquire, Kingston.*—A visible improvement has taken place in the majority of the schools of this Township, both as regards the mode of tuition pursued by the teachers, and also the proficiency attained by the pupils. There is, however, room for further improvement. I had made arrangements to make my second visit for 1869, to the different schools in November last, but owing to sudden indisposition, I was not able to do so except in a few instances. I intend to make up for this omission during the present year. I stated in my remarks for 1867, the views I entertained regarding non-attendance of children at school, and also the good effect the distribution of prizes exerted on the pupils. I have had no cause to alter my views on these subjects. A splendid stone school house, well furnished, has been erected in Section No. 6, Village of Cataraqui (late Waterloo,) to replace the one burned down. It was opened after the midsummer holidays with a celebration in honor of the event. Another stone school-house has been built in Section No. 12, but not quite finished inside. The County Board Examination questions are printed, with the exception of those on mensuration, algebra and geometry, which are *visa voce*. The Board has adopted a higher standard for reading and spelling, and called in all third-class certificates. Regarding religious instruction, I find in nearly all the schools, the Bible or Testament is read, and they are opened and closed with prayer. Religious instruction by ministers of the gospel is not observed. The influence of the *Journal of Education* is reported good.

30. *Asa Phillips, Esquire, Loughborough.*—I congratulate the people of our Township on the improvement made in our Common Schools since 1850, when I first came into the office of Local Superintendent, and more particularly since 1840, when, as a "boy teacher," I first taught school in this Township. The old log house in many places has been removed, and the substantial and commodious stone or frame has been put in its place. Some of the children who were young pupils just learning the rudiments of education in 1850, are now standing high in the community. Two at least are in the Professor's chair, others are in the pulpit, some are successful Common School teachers, while others are occupying good positions in life. Thanks to our excellent Common School System for their early training and success. The people generally are well satisfied with our School Law as it is. Some think if all schools were made free by law, it would be better than it now is. I think that if the general features of our School Act were condensed, and put in a new manual, it would be an improvement. The revised programme for County Board Examinations is strictly observed, and the questions are printed. The General Regulations in regard to stated religious instruction are carried out in some of the schools with good results. The people have manifested much indifference in regard to maps and library books for this Township, but they are beginning to appreciate their benefit. Prizes have been distributed in some of the schools with the best results. The *Journal of Education* has been highly appreciated by many persons in our school sections, and we think that if all would read it, they would appreciate its worth. The causes of non-attendance are various, some are too poor, others are too far from school, but one great cause is the negligence and indifference of parents. The statements in some instances are correct, but I have known parents who were very poor, exert themselves to the utmost to give their children a good Common School education; saying that it was *all* they could give them. I am sorry that I cannot report a larger average paid to teachers—there is, however, an advance on the past year to both male and female teachers in this Township. The Trustees see that they cannot get good efficient teachers, either male or female, without paying a reasonable salary. I have endeavored to impress upon the Trustees and parents the importance of having well qualified teachers, and of co-operation on their part with teachers, in order to secure success in the education and improvement of their children. The best teacher is generally the cheapest. When we have faithful and thorough

teachers it is surprising sometimes to find how much the children will be advanced in a short time. We have in this Township a few Sunday School libraries, and I have reason to believe that they are exerting a good, salutary, and beneficial influence among the rising generation. We have an efficient staff of teachers for 1870, who have commenced their work and are doing well.

31. *William Armstrong, Esquire, Oso.*—I have nothing encouraging to report as to the progress of education in this Township. The education of the youth is the last thing thought of; whether it is from the severe distress of the past two years, or indifference, I know not, but think the causes are united. There has been great indifference displayed in reference to the annual reports—some of the blank forms having been returned without being opened. Some have come back half filled up, not one has given the population, and one section has not sent its return at all. I have given the best information in my power. The programme for the County Board Examinations is observed, and the questions are printed. The Section is without a single library. The maps in School Section No. 3 are highly valued by the teacher and pupils. I have urged No. 1 to send for a small library, and a Map of the Dominion. The *Journal of Education* is received, and highly prized by the Trustees.

32. *John R. Smith, Esquire, M.D., Portland.*—Education, on the whole, is improving in this Township. The majority of the denominations are chiefly of the Methodist faith, and religious instruction is attended to. Notwithstanding, however, the hints I suggest to the Trustees to employ good teachers, do away with old log shanties—replacing the same shanties with good frame or stone buildings—seems to have no effect whatever, for the reason that they are either ignorant, or do not wish to appreciate so great an improvement. The attendance, on the whole is good—cause of non-attendance—parental indifference. We have only three libraries in this Township, which, I am sorry to say, are not of the best description, although I use my utmost endeavours to encourage them. In closing these few remarks I can only say that not much can be done for the noble cause of education, unless men of a better stamp are elected Trustees. I do not mean all of them, but indeed a majority.

33. *The Reverend Thomas S. Chambers, Storrington.*—I cannot add much to what has been adduced on previous occasions. As it would serve no good purpose to reiterate from year to year the same facts, I deferred sending any supplementary observations in connection with my Report of 1868. It is not always an easy matter to arrive at a certainty in relation to some of the points on which information is sought. Teachers and trustees seem in some instances careless as to the way in which their reports are filled up. I have had occasion to return some of them that they might be put into a more complete and creditable condition. The chief difficulty that operates in keeping some young people of legal age from attending school with regularity, is the inability of many parents to dispense with their services during the summer months. The attendance is always greater during winter, large accessions being made after the New Year's holidays. An older and more advanced class of pupils are thus availing themselves of the benefits of education during the interval between Nature's harvest and seed time. I find that the unpopularity of a teacher seriously militates against a good attendance. Trustees should be very particular in their selection of teachers. It is to be feared that in some instances cheapness serves as the great deciding element in the employment of a teacher. An incompetent, or it may be an indolent indifferent teacher (such as may be secured at a low figure), is a positive curse to any section where engaged; for during the period of his or her incumbency, the young people, especially those from nine years of age and upwards, are to a great extent wasting their time and acquiring careless unprofitable habits. Too great caution cannot be exercised in the choice and supervision of teachers. It is most provoking as well as wicked for any teacher to act the part of a mere hireling, and not endeavour to turn to a good account the favourable opportunities afforded for improving the seed-time of youth. The examinations of the County Board are conducted with great care and impartiality. Printed questions are in the main employed. In mensuration, geometry, and algebra, recourse is had to the black board. It is considered that in this way the attainments of the applicants in respect of these subjects can be more thoroughly and satisfactorily ascertained. This plan has been tried for a few times and has been found to

work well. At the January meeting of the Board it was resolved that in future more value would be attached to reading, writing, spelling, arithmetic, and grammar, because these five subjects were regarded as comprising the essentials of a good Common School education. The other points are by no means to be dispensed with or overlooked, but on these fundamental qualifications greater stress will be laid. The members of the Board have oftentimes been surprised and grieved to witness the little proficiency made by some would-be teachers in these departments of study. They hope to be able to effect an improvement in this matter by insisting on candidates coming up to a higher standard. Steps have been taken to give publicity to this requirement of the Boards, that teachers may understand what will be demanded of them as a *sine qua non*. The system of using prizes has been acted upon on a very limited scale. Where it is followed it is found almost necessary, for the sake of peace and satisfaction, to give each pupil something, reserving the more valuable books and cards as prizes for those specially deserving.* I am thoroughly persuaded that this matter judiciously attended to would be fraught with good results. I may state that in one school, namely, No. 5, prizes were employed to advantage, for they operated as a stimulus to the young people. I like very much the idea of drawing the young cheerfully along in the path of knowledge by means of inducement. They do not in general appreciate education for its own sake, and when this subsidiary influence can be brought to bear for good, it is a most desirable and effective auxiliary to the teacher's efforts. The only libraries in this region are those which pertain to Sabbath Schools. In this connection I would state that parental and Sabbath School instruction in conjunction with ordinary ministerial labour, are the only means employed for the religious training of the young. In a rural community the general regulations in regard to stated religious instruction incorporated in the School Act seem impracticable. I am not aware that the reading of the *Journal* contributes in any appreciable degree to the greater usefulness of the schools. If trustees reap any benefit from it I am afraid they lock it up in their own minds.

34. *George Malone, Esquire, Wolfe Island.*—In looking over the notes I took of the school in my first tour of inspection, eight years ago, I find one marked "A Perfect Hedge School!" I am happy to say none such exists here now. The schools on this island—12 Common and 3 Roman Catholic Separate—are all doing well. The staff of teachers is greatly improved, and almost all the school houses have undergone quite a renovation. There are no Common School libraries in this township, and prizes were distributed only in two of the sections. There is a township library here, but the books are kept in the Town Hall, and it appears to be nobody's business to look after them or take charge of their circulation. Their influence, therefore, amounts to nothing. There are two Sunday School libraries, however, doing a good work in the township. I have, more than once, reported the evil effects of a variety of text books in the schools. In the Trustees' Annual Report the question is asked "Are the authorized books exclusively used?" and again the question is asked, "What spelling book, what grammar, what arithmetic, what geography, &c.?" Now, I submit, if there was a selection made and only one of each class allowed, these last questions need not be asked, as it would be the Superintendent's business to see that none but authorized books were allowed. I need hardly mention the evil arising from this diversity of school books. Again, some of the poorer sections complain of the high price of the books, and the leading trustee of one of the schools told me the people of his section, being generally poor, could not afford to buy them, and some of the children were kept at home in consequence. I am sorry to see any complaint of the issue of the *Journal of Education*, and I can only say that, in this township, it is regularly and eagerly sought after by the trustees; and this I have the best means of knowing as I am postmaster here.

XI. COUNTY OF ADDINGTON.

35. *James Knight, Esquire, M.D., Sheffield.*—The influence of the distribution of prizes is good as far as carried out. The *Journal of Education* is received in all the sections as far as I know. I believe I can safely say, it is exerting a most beneficial influence upon the

* See the remarks on the subject in the Chief Superintendent's own Report, ante.

cause for which it is designed—to enlighten those who have sufficient capacity for information.

XII. COUNTY OF LENNOX.

36. *Charles E. File, Esquire, Fredericksburgh North.*—Several of the schools in this Township are in a very thriving condition, and judging from the interest that is taken both by parents and children in the cause of education, I am confident that men of learning will not be wanting to look after the educational interests of the next generation. Some of the small school sections are in rather a backward state—Trustees having procured inferior teachers, in some cases, because they could get them cheap, and even then only kept the school open long enough to draw the public money. However, I am pleased to say, that they are taking more interest in the schools now. There are some children in almost every section who do not attend any school, and the Trustees attribute it to the neglect of parents. The candidates for certificates from the County Board are required to pass a written examination. The questions are prepared by members of the Board, and printed for the occasion. The *Journal of Education* is held in high estimation by all who have a literary taste. It not only affords aid to the trustees by giving explanations in regard to the various clauses of the School Act, but it also gives general instructions in regard to the working of the School System, both in this and other countries—instructions which we should not otherwise receive.

37. *Orison D. Sweet, Esquire, Richmond.*—All the schools in the Township are supported on the free system. The children of the poor man stand on an equal footing with those of the rich. I am only sorry on this point, that the schools being open to all, the parents are not compelled by law to send their children to school for a certain portion of the year, thus giving them that which is justly their due, namely, a Common School education, without which they are but poorly prepared to enter upon the duties of life. You will notice by referring to my report, that most of the schools were kept open during the greater portion of the year; a few, however, are reported as having kept open for only six or seven months. This is a matter that should be remedied, as I am convinced that during the six months vacation in such schools, the children forget the greater portion of that which was taught them during the time they attended school—the time of the children and money of the parents is thus almost completely wasted. I would be glad to see the school law so amended that Trustees would be compelled to keep the school open at least nine or ten months of the year instead of six. The Municipal Council have very wisely invested the moneys arising from the sale of the Clergy Reserve Lands, which have been apportioned to this Township from year to year, for the benefit of the Common Schools, the interest of which amounts to about six hundred dollars per annum, which is made payable half-yearly, and apportioned among the various schools in the same manner as the Legislative Grant and County Assessment are apportioned—in proportion to the average attendance at the schools. Some of the schools are completely free, the Trustees not being required to levy a tax at all, for several years at least, and I hope to see the time not many years hence, when all the schools in the Township will receive sufficient from these several funds to enable them to keep open for the greater portion of the year, without levying one cent of School Tax on the ratable property of the School Sections. The higher branches of Common School education are too much neglected in most of the schools, the cheaper teachers holding second-class County Board certificates being employed, as you will perceive that only three teachers holding first-class certificates have been employed during the course of the year. The County Board of Public Instruction is quite up to the times, with regard to the examination of teachers and the granting of certificates, very many applicants being obliged to go home with “Try, try again” sounding in their ears from the lips of the worthy Chairman of the Board, the Rev. J. J. Bogart, who, together with the other members of the Board, takes a deep and lasting interest in the welfare of the youth of the land. The *Journal of Education* is regularly received, but I am inclined to think that its contents are not sufficiently read and acted upon—the schools being only partly supplied with the necessary maps and apparatus—while some are still entirely without them.

XIII. COUNTY OF PRINCE EDWARD.

38. *Gilbert D. Platt, Esquire, County Superintendent.*—The principal cause of non-attendance is the inconvenience arising from the distance of the school house. There must be added to this the indifference of parents to the important matter of education, as well as unwillingness to pay the prescribed fee in those sections where a rate-bill is imposed. The regulations respecting stated religious instruction are not carried out in any instance that has come to my knowledge. The questions for the examination of candidate-teachers are carefully prepared and printed immediately before each examination, and are as thorough and difficult as the prescribed programme will admit. No third-class certificates are granted, and the examination, as a whole, is considered more thorough than in any of the adjacent counties. No schools have, as yet, commenced museums of natural history, &c., probably because the subject is so much neglected in our schools, and touched so lightly in the programme of subjects for examination of teachers. Unquestionably there is much need of greater attention to the natural sciences as an important branch in the course of study to be pursued in our schools. We have no magic lanterns, but are thinking of procuring one good one for the use of all the schools. There are very few Common School Libraries, and most of them are disorganized and neglected. I think the books have all been covered at one time, and those not lost are still in that condition. The two or three libraries available to the public are properly appreciated and exert a very beneficial influence. Prizes were distributed in very few schools during the past year. There seems a feeling of distrust as to the general influence of the system, which, added to the oft-recurring expense, prevents its adoption in any considerable number of schools. Many teachers express a decided preference for certificates of honour as a reward for praiseworthy effort and success on the part of pupils. The *Journal of Education* is pretty regularly received (though often very late in the month), but not so generally read by the trustees as it should be. It is, however, highly valued by the teachers who, I believe, reap no little benefit from its perusal. With reference to the general condition of the schools in this county, it affords me pleasure to state that there are several indications of increased efficiency and progress. First, in the more general willingness to employ good teachers at a fair remuneration. Many examples exist of comparatively poor sections which regard the employment of good teachers as a matter of necessity. There is, of course, great room for improvement in this important respect. Money still fills such a large place in the estimation of some people, that even the education of their children is held of secondary importance. Yet it is gratifying to observe some progress towards a better state of opinion. Secondly, the gradual diffusion of a proper idea of the true object of a Common School education. The conception that it is the sole duty of the teacher to impart useful information without reference to the formation of character and the development of the mental powers, has hitherto been, to a great extent, the popular idea. This, through the influence of teachers awake to their great responsibility and other means provided by the School Act, as well as the general diffusion of knowledge, is being, I trust, to some extent corrected. Thirdly, the enterprise and taste displayed in the erection of a superior class of school houses. This is a pleasing feature and one which not only indicates progressive ideas in the minds of a part of the people, but is also calculated to excite interest in the others. Not less than eight new houses are projected for the present year, 1870. Fourthly, One township (Ameliasburg) held a public examination of the pupils of its various schools in October last, at which prizes to the value of sixty dollars were distributed to the successful competitors in grammar, reading, geography, and arithmetic. The funds for procuring the prizes were generously provided by the Municipal Councillors contributing five dollars each, and a like sum from W. Ross, M.P. Another very hopeful feature is to be found in the means adopted for the improvement of the teachers. A very successful County Association, meeting semi-annually, and two subordinate branches, meeting quarterly, have been in operation during the latter half of the year. The meetings of these associations have been very generally attended by the teachers, several of whom have walked a considerable distance to be present, and the meetings have been marked by great interest and profit. In connection with the association a teachers' professional library was formed, consisting principally of books relating to the subjects of education and school management. The library has been well patronized and

has undoubtedly exerted a powerful influence for good upon the schools. With these encouragements we hope to see much greater progress in the future than has appeared in the past. We have still to regret, in common with other parts of the country, a discouraging lack of interest on the part of many of the people, which manifests itself particularly in *irregular attendance*, one of the most serious drawbacks to the efficiency of our schools. For several months of the year this cause exerts a most damaging influence in a majority of the schools of the county, amounting in some localities to almost utter extinction for two or three months in summer. I consider that, if education is to be every Canadian child's birthright, that right is seriously infringed by the parent who permits the irregular attendance of his children, unless in very exceptional circumstances. The difficulty is not very easily remedied.

XIV. COUNTY OF HASTINGS.

39. *Frederick H. Rous, Esquire, South Riding.*—I think that the Statistical Report will show that some progress continues to be made in our schools, and probably more might have been reported but for the feeling of uncertainty that has prevailed as to the probable or proposed change in the existing School Law. Better school-houses are one by one taking the places of the primitive buildings erected by the pioneers in their respective districts. Frame replacing log houses, and brick being used as a substitute for both. Young shade-trees are more often seen growing up around the school-house. The character of the instruction given is slowly, but surely improving. The average length of time during which our schools are annually kept open has gradually increased, till now we need scarcely wish it further lengthened. The authorized school books may be said to be exclusively used. Reading tables, blackboards, and good school-room maps, are almost invariably to be found, and are increasingly used in our schools. The cause of the irregular attendance still reported in some localities is as usual ascribed almost invariably to "indifference of parents." To me the causes seem much more complex. One that I think often operates is the great scarcity of teachers, able at the same time to exercise a genial, healthy, moral influence over the scholars—and to maintain a state of sound, strict, regular discipline in the school, thus creating an atmosphere of social comfort and tranquil cheerfulness in the school-room. Another very effective cause is the want of *thoroughness* on the part of many teachers. The scholars do not understand their lessons with sufficient distinctness, nor learn them with sufficient accuracy, thus omitting two of the essential conditions of securing the pleasurable excitement and hearty enjoyment that properly accompany the acquisition of knowledge. There are still many teachers who do not appreciate the importance of every evening looking over, thinking over, and preparing themselves for the next day's lessons; though this is no doubt one almost certain means of increasing the interest of the pupils in the school. Besides the above causes—I think the exceedingly unattractive, not to say repulsive, appearance and arrangements of some of our school-houses—internal and external—have a great deal to do with the slender attendance. When every school-house has clean, white walls and ceiling, jet-black stove and stove-pipes, well-washed and well-swept floor, tidy, well-dusted desks, attractive, well-kept school-room maps, and a complete combined system of warming and ventilating; when it is invariably enclosed in a roomy play-ground, bounded by a light and pretty fence, containing some few pieces of cheap gymnastic apparatus, and a dozen or two of ornamental shade-trees; and when above all, the teacher is one who combines thoroughness in teaching, with a genial strictness of discipline, there will be very little heard of non-attendance of pupils, and "indifference of parents." Effective religious instruction is, I think, sometimes given—that is to say,—that when the teacher is imbued with religious feeling, it is continually cropping out in his daily life, and must, therefore, affect his intercourse with the scholars during all the exercises and varying incidents of the school-day. From *this* kind of religious instruction I have seen great and good results. Children are so eminently imitative, that the patience, the gentleness, and the geniality of the teacher are unconsciously reproduced, and acted out by them. We continue to use the system of printed questions and written answers in our Semi-annual Teachers' Examinations, and should think it quite impossible to revert to the old plan. We always feel, however, that even the present plan is a very insufficient one for securing competent teachers; as their literary acquirements are by no

means the only essentials, or even the most important of a teacher's qualifications. School museums and magic lanterns are rarities indeed in these parts, and seem likely to remain so until some distant date—say sometime after the introduction of vocal music, linear drawing and gymnastic drill, as necessary parts of the ordinary Common School programme. Our school libraries remain in *status quo* as described in my report last year. I may refer to one other point before closing—the difficulty of obtaining thoroughly reliable returns of the average school attendance, arising from the equal difficulty of securing strict integrity in the keeping of the registers. Could not the *results* of teaching be taken into account as well as the attendance? If the Local Superintendent at one of his half-yearly visits (of which previous notice might be given,) should make a record of how many pupils he found up to a certain standard in each of the studies, this might serve partially or wholly as a basis for the distribution of Government grants. Something of this kind appears to be intended in the new educational scheme, just introduced in the British House of Commons, and would seem very desirable if practicable.

XV. COUNTY OF NORTHUMBERLAND.

40. *Edward Scarlett, Esquire, County Superintendent.*—I regret that I cannot adopt the language of some of my official brethren—I cannot “rejoice at the great prosperity of our schools.” While we are making fair progress in school matters, I dare not conceal the fact, that vastly more ought to be done, and could be done, were the educational appliances in operation, which are required by the present exigencies of our schools. We need a better class of teachers, devoted men, whose hearts are in their professions, and who will spare neither time nor expense in fitting themselves for a work on the right discharge of which are impending the gravest results. We need a complete revolution in the constitution of our Boards of Public Instruction. As they are at present constituted, there is little guarantee to the qualified teacher, that men of very limited capacities, and slender attainments, may not hold as high grade certificates as himself, possessed as he may be of good natural talents, and a large store of sound knowledge. This is a very grievous wrong, and one which at present is preying like a gangrene on the most vital part of our School System. Teachers feel it to be a degradation to have men sit in judgment on their qualifications, who themselves could not pass an examination for the very lowest grade certificate. Of course there are men connected with Local Boards of Examiners, that are highly educated. But as a general rule the men who at present examine teachers know but little by experience of the teacher's profession, and hence are not proper persons to judge of the qualifications for a calling in life, the duties of which they have never discharged. Again, Grammar School Trustees in rural sections of our County, are placed in a position where they are liable to be partial. Many of the young people of both sexes who attend those institutions, go for the purpose of fitting themselves for school teachers, and as their means are often very limited, they frequently undergo a “hot house process,” which makes them indeed teachers of a very flaccid texture. The Trustees of those institutions are generally anxious for the prosperity of their schools, and the greater the number of pupils who are forced through them in the shortest time by this high pressure system, the greater the influx of scholars, and consequently the larger the apportionment from the Grammar School Fund. In this way the school-fields of our country are often overrun by a horde of depredators more to be dreaded than the locusts of Egypt. Woe be to the few members of “Boards” who have moral courage to face this monster evil. If they escape unscathed it is not for lack of scorching epithets being hurled at them. “Self-willed,” “arbitrary,” “selfish,” “tyrannical” are often the most moderate expressions used by blind calumniators against the soldiers of true educational reform. It is not then to be wondered at, that our best men are leaving the ranks of the teaching profession, being often crowded out of their situations by inexperienced, unfledged candidates, bearing passports into the office of teacher, received from the hands of Circuit Boards of Public Instruction. I attach no blame to Grammar School Trustees for the course which they pursue in examining teachers. I blame the law that puts it in the power of men to err. We must not, however, lose sight of the great efforts and earnest solicitude that have from time to time been put forth to bring our schools up to their present high state of efficiency. We well remember the state

of education in this part of the Province twenty-seven years ago, when there was scarcely to be found one good Common School in the whole of what was then called the Newcastle District. We remember many of the teachers—poor fellows—we remember their qualifications—we remember the scanty pittance often grudgingly doled out to them at the end of their school-term. When we compare the past with the present, an agency has been at work more powerfully transforming, than was ever attributed in superstitious times to the wand of the magician. Where is the school teacher of thirty years ago with his few changes of raiment tied up in an old yellow handkerchief, seeking a night's resting-place from the pitiless storms of a Canadian winter? Where is the poor forlorn looking man, more to be pitied than scorned, as he begged from the "twelve subscribers" to his little school, the hard-earned six-and-threepence, or seven-and-sixpence per quarter, that enabled him to eke out a scanty subsistence for himself, his wife, and often seven or eight children? Where is the old veteran of a hundred battles, "with his wooden arm and leg," corduroy knee-breeches and well-adjusted spectacles, teaching the "young idea how to shoot," as a last resource for the support of a feeble constitution, worn out in bravely serving his king and country? Where are the broken-down merchants, the weather-beaten sailors, and unsuccessful speculators? In short, where are the maimed, the halt and the blind, who had the school-training of Canadian youth thirty years ago? They are gone!—may their bones rest in quietude till the morning of the loud blast of the angel's trumpet;—they are gone!—save a few monuments of the past, who are left to remind us of the scanty privileges of that noble army of forest pioneers, who "made the wilderness and the solitary places to be glad for them," and who prepared for us an inheritance worthy of a liberty-loving ancestry. These worthy men of the past live to tell us the sad tale, that thirty years ago there were no free schools, few brick or stone or frame school-houses—no trustees bound under a corporate seal to collect teachers' salaries—no engaging teachers at salaries of either four or six hundred dollars per annum—no employing a boy to attend to the warming of the school-house on winter mornings, no uniformity of text-books, no *Journal of Education* to enlighten school officers, no Township or school libraries, with their well-selected volumes to entertain and instruct the early settlers of Canada during the long evenings of winter; no school-room maps to teach something of the world in which they lived, no school apparatus to simplify scientific instruction—few schools in which English grammar was taught—many in which it was not understood even by teachers themselves; few schools in which Walkingame's arithmetic was intelligently taught—many in which it was imperfectly mastered even by the use of the "key;" no philosophy, no history, *nothing* to arouse the thinking powers of youth to an intense desire after knowledge. Although beneficial changes have taken place in school affairs, which have done much to enlighten all classes of our population, yet we are more than ripe for further Legislative interference towards perfecting our School System, and it is greatly to be regretted that your amendments to the Consolidated School Act did not pass our Legislature at its last session. The men who opposed the scheme may be enlightened Statesmen, but they could not have been practically acquainted with the internal working of our schools, or they never would have thrown hindrances in the way of so great a desiderata as the proposed educational reforms of 1869. I am safe in stating that the men of this County who have paid the most attention to state education, earnestly desire that at a day not far distant, you will lay before our Legislature for their approval, such plans for bettering the condition of our Common and Grammar Schools, as will infuse into them new life and new vigour.

XVI. COUNTY OF DURHAM.

41. *John J. Tilley, Esquire, County Superintendent.*—The cause of education has been progressing favourably in our County during the past year. All our schools, except four, were kept open during the whole year, and I think all our teachers are engaged for the whole of the present year. Four new school houses were built, and several others were enlarged or improved. A considerable improvement has been made since my last report in supplying schools with new furniture, and quite a large number of new maps have been procured from the Department. When we consider the very advantageous terms on which these are offered, it is strange that any section would remain long without a good supply;

for certainly they always give good satisfaction. Eighty-four schools out of the ninety-five were entirely free, a gain of six over the preceding year; so that whether all schools be made free by law or not, I think our County will soon have thrown off the small (though often vexatious) tariff on education. Seven schools voted the means to establish a library during the present year, though in some cases the amount apportioned was quite too small. But few schools have awarded prizes—your merit cards being preferred. From my intercourse with trustees and people generally at my lectures and at my regular visits, I am satisfied that there is a deep heart-felt interest in the education of the rising generation, and a just appreciation of the services of the faithful and competent teacher. The chief complaint from teachers is the irregularity of attendance; while the people generally regret the constant change of teachers. I do not know whether the teachers in the County of Durham are more fickle than those elsewhere, but I will give you our experience for the past two years. Out of one hundred and one employed on the 1st January, 1868, seventy-nine were not found in the same position in January, 1870, and of this large number, fifty-seven had either given up teaching or had left the County. Some had gone to the Normal or other schools. When we think of the retarding influence that must have been produced by this wholesale change in so short a time, we cannot wonder that it should occasion so much complaint. The friend of education will look for the cause of this, and endeavour to find a remedy. I am fully convinced that two causes, more than all others combined, tend to produce this mischievous result: first, the ease with which certificates to teach are obtained; second, the low remuneration paid to teachers. Certificates are obtained with far too much ease, and here let me say that I believe the clause in the late School Bill, which was intended to meet this defect, was the most important improvement that could be introduced into our school system; and any one who has carefully looked into the results of our present loose system of licensing teachers, must be convinced that it was a provision of the greatest importance. When certificates are so easily obtained, teachers who have some clever pupils, and who are ambitious for a reputation of “having turned out so many teachers (†) from their school,” send on their young candidates, who obtain a license to teach, and considering themselves *fully qualified, of course*, rush annually into the profession in large numbers; the majority of whom in a year or two, either through dislike to the duties, or through incompetency, are glad to retire from the ranks, and hence the constant change. And so it goes on from year to year, and will continue to go on in this manner while our present system of examination remains as it is at present. It may be said, raise the standard. No, the standard is high enough; but the difficulty is, it is not carried out, and never will be carried out while the scholastic attainments of examiners are below those of the candidates to be examined. The first cause is a fruitful source of the second. Teachers are so easily licensed that every good school advertized has, on an average, at least ten applicants; then the underbidding often commences, and the low salary paid has its influence, more or less, on contiguous sections, and the teacher of experience rates nearly on a par with the novice. While the supply so largely exceeds the demand, the price of the teacher's labour must remain too low, and he must be constantly looking around for a more remunerative field. Legislation is also demanded to redress the grievances under which many small school sections labour. When sections were first organized, they were formed to suit the convenience of the then population; as the settlements advanced other sections had to be formed, and the quantity of land that remained was often too small to sustain an average school. But large sections are often unwilling to share with their poorer neighbours; and a few of these having the lion's share of wealth and strength, can bring to bear such an influence upon municipal matters, that it is a very difficult thing indeed to obtain an equitable distribution of land. Township Councillors find this a most vexed question, and one which they would much rather avoid than meet. I think your plan for forming a Court of Appeal, removed from direct local influence, would have answered the purpose well. I think that instead of the aggregate school population of a Township being taken as a basis for the apportionment of Government Grant, the aggregate school attendance should be used. The disparity between the rate per scholar paid in one Township and that paid in another has led me to this opinion. For the first half of last year the rate in Hope was one dollar and fifteen cents, while in Manvers it was only eighty-seven cents. The former Township by not

filling up its schools well, and thus returning a smaller aggregate, receives the large rate above mentioned; while the latter, by sending its children more regularly to school, receives twenty-eight cents less per scholar. This looks like paying a premium for keeping children at home. And since the Local Superintendent must base his division of the grant according to average attendance, it seems to me that the same principle should be followed throughout. Another reason for this is, that the report of average attendance is reliable, while the returns of school population is often only an approximation, and, therefore, not to be depended upon.

XVII. COUNTY OF PETERBOROUGH.

42. *The Reverend Frederick Burt, Anson, Minden and Lutterworth.*—During the year 1869, the whole of the Townships under my charge have been visited with whooping-cough. So every school, from south to north, thence eastward, has been very much unsettled, and indeed closed in some instances for a few weeks, by the prevalence of that enemy to children's comfort. Yet the vigour of youth is the true description of nearly all the schools under my superintendence. I see improvement in reading, grammar, arithmetic and geography. I see improvement in the "art of teaching" in at least four schools. I find a growing desire for better teachers on the part of Trustees, and a more liberal feeling towards teachers after engagement. I can report that our Boards of Trustees evince quite an amount of anxiety for the welfare of the schools of which they are the chosen guardians. Three new sections have opened for active work in the past year, and another opens in April. Two more schools have been furnished with maps, and two are making applications in due form for that necessary furniture for school work. In several schools the new grammar, arithmetic and spelling-book are already introduced. Our public examinations have been less in number and better attended than formerly, giving me grand opportunities of addressing a few words for the weal of our schools, and so for the cause of education, both particular and general. The *Journal of Education* is much prized by Trustees and teachers; but I must report that in many schools it does not appear, so that six complain of its non-receipt.* In the Township of Dysart, settlers are on the increase, and thus the schools are largely attended, nearly equalling that part of Minden Village (where I reside), or that of Kinmount, the second largest, being a small village school on the Bobcaygeon Road. The rest of the schools are small, owing to the stand-still state of the county. You will expect me to say that from this cause my people cannot be liberal in regard to libraries and reward books. In two or three sections the non-attendants are too numerous, but I am full of hope for better days; for every year shews local improvement either in roads, houses, or in articles of dress.

XVIII. COUNTY OF VICTORIA.

43. *John Welch, Esquire, Carden.*—It is almost impossible for me to make a report of the schools in this Township on account of the way they are situated. I am sorry to say they are making very slow progress—owing to various causes: First, the Township is new and the roads not fit for children to travel to school during the spring and fall of the year, therefore the schools are kept open only from six to nine months during the year. Secondly, The Trustees, with few exceptions, employ the cheapest teachers they can possibly get, and the consequence is they are continually changing them.

44. *The Reverend Walter Wright, Draper, Macaulay, Ryde, and Stephenson.*—No prizes have been given in any of the schools in operation during 1869. The *Journal of Education* has been received regularly, so far as known to me, except in *School Section No. 1, Macaulay*.† It is much prized, as it surely ought to be. The general regulations in regard to religious instruction are attended to with regularity and diligence. Increasing interest is manifested through the whole settlement in general education, and there is reason to hope that eight or nine schools will be in operation this year. No. 2, Macaulay, has erected a very neat frame school house. No. 3, Macaulay, is about to erect one also. Nos. 1 and 2,

* The *Journal of Education* is regularly mailed. Where it is not received, complaint by letter should be made at once to this Department.

† The *Journal of Education* for this section is regularly mailed to Bracebridge P. O.

Draper, also propose to build. Permit me to say that it seems very desirable indeed, if not indispensable, that the Legislative Grant for this year should be considerably increased, if at all practicable, for the great mass of the population of Muskoka have to contend with very great pecuniary difficulties, so much so, that I doubt very much whether there be an equal section of country in Canada, where there is so strong a desire for educational advantages with so little pecuniary ability to gratify this desire.

45. *John H. Delamere, Esquire, Emily.*—The principal cause of non-attendance of pupils in this section is drunkenness, gross ignorance, and corresponding carelessness of parents. Religious instruction not generally followed in this Township. Programme of County Board fully carried out, and examination questions printed. No such thing as a museum has been attempted here, such things not appreciated. No scientific amusements of any kind practised here. Common School Libraries are, I may say, entirely neglected. The people of this community do not seem to read much. The *Journal of Education* is pretty generally received, but not much used or appreciated—many of the copies are never opened.

XIX. COUNTY OF ONTARIO.

46. *James Baird, Esquire, Reach and Scugog.*—The educational interests of these Townships progress favourably. Our Common School system continues to rise in public estimation the longer it is worked, and the better its admirable provisions are understood. Parents, trustees, teachers, and all now acknowledge that the more closely the provisions of the system are adhered to, the better the schools prosper; the consequence is, that the regulations for the guidance of the parties concerned are faithfully followed, and the machinery now works without a jar. At no previous time in the history of the schools of these Townships has there been an equal amount of anxiety manifested for the thorough education of the young; and this feeling manifests its healthful influence, to a greater or less extent, over all our schools. No better proof could be given of the high appreciation of the advantages of our excellent schools than the lively and almost universal interest manifested while the fate of the Amended School Bill was pending before our Legislature at its late session; and, notwithstanding that some of its provisions were distasteful to large numbers throughout the Province, the withdrawal of the measure was regarded with much regret by a vast majority in these Townships. It is now almost universally admitted that our Common School machinery, though complete for the proper working of the system up to the present time, now, in the altered condition of our schools, requires the wheels to be enlarged and one or two additional springs put in. The chief, though not the only obstacle to the rapid advancement of thorough education throughout the whole Province, is the weak sickly schools in the thinly-populated rural districts. The attendance at these schools is necessarily small, and unavoidably irregular; and here the expense of maintaining the school must be borne by a few, and these in many instances not very able. In these instances the trustees must be guided in their selection of a teacher more by the smallness of salary he is willing to accept than by his adaptation to the office. Not that the people of these sections are less desirous than those of the most wealthy sections to have their children well educated, but simply because they cannot afford to hire competent teachers. Again, while the grants apportioned to prosperous sections amount to a considerable sum every year, and do considerable towards the support of these schools, the weaker schools which require it most get very little, scarcely enough to be of any value to them. What is twenty or thirty dollars a year to a school? Absolutely nothing! So the few upon whose shoulders those schools hang so heavily must bear the burden almost unaided; consequently, these sections must be satisfied with such teachers, not as they wish but as they can afford to hire, and the children must be prime losers. The provision in the proposed School Bill to fix the minimum salary of teachers at \$300 was certainly a step in the right direction, but it did not go far enough, as no hint was given to the weak sections how they could raise even that amount. Provision ought certainly to be made in the Bill for so arranging the various sections that each may be enabled to maintain a good school without pressing too heavily upon the ratepayers of particular sections; and where such a division cannot be effected—where a section cannot conveniently be so laid off as to give it sufficient strength, let the grants to such sections

be increased in a proportionate degree to make up for the deficiency in assessed value. Under these provisions every school section in the Province would be enabled to maintain a good school; and it is only right that it should be so; why should both parents and children have to suffer in this respect in consequence of their residing in one locality more than another in the same Province—parents in being burdened in maintaining the school, and children in having their intellects dwarfed, and deprived of even the rudiments of an education in consequence of the inferior state of the school in the section in which it is their misfortune to reside. It matters little how largely the High Schools, Colleges, and Universities of a country may be endowed, if Common School education be regarded as of secondary importance,—that country will never be great, and has no right to be. But on the contrary, where a good Common School education is considered of primary importance—where it is not only unlawful, but almost impossible for a child to grow up without receiving a fair education—it signifies little what attention the Government gives to the higher institutions of learning, the country will become great, and their institutions will live and prosper under the fostering care of an enlightened people. Another pleasing feature in our system is its complete adaptation to supply all that is really required or can well be expected of a Common School. This is made obvious by the entire absence of any further attempt to increase the number of Separate Schools. While the Separatists of the United States are doing their best to undermine their national system by seeking to create division and animosity in the school ranks, by the threadbare cry of *Godless education*, we can look on with much less anxiety than we otherwise would. But we cannot refrain from expressing our regret that there are parties still to be found willing to retard the progress of secular education, disturb the harmony of the community, and create a division even amongst our children, merely to gratify some whim. We have had our Separate School fights, and would fain hope that we have heard the last of it; but it is to be feared that should the dissentients of the States succeed in creating a diversion in its favour, we may have the contest renewed amongst ourselves. The term *Godless education* is certainly a dark expression and cannot fail to act injuriously on any school system, especially with those who may not have the means or inclination to investigate the matter for themselves; and this expression being harped in their ears causes them to doubt the propriety of sending their children to school. Our schools are secular institutions and make no pretension to teach theology, but it does not follow that they are *Godless* on that account. It is intended that all our schools should be opened and closed with prayer, and most of them are so closed. It is true that the Sacred Scriptures are not used as a text book, neither should they be so used. In the first place they are not adapted as a text book to teach reading from, in consequence of their division into verses, neither is it proper that the sacred volume should be thumbed and thrown around as a common class book. Besides, were the Bible used as a text book it would have to be treated as other reading books, as far as explaining the meaning of the various subjects, but where could the teacher be found whose explanation would be acceptable to a mixed community, such as we find in all our school sections. The Bible, however, must not be banished from our schools; its daily use, though not as a class book, could not fail to produce the most important results. Let from ten to a dozen verses be read to the school with the greatest care, every morning and evening. This should be done either by the teacher or by one of the more advanced pupils, selected by the teacher from day to day. This privilege might be given as a reward for exemplary conduct, but on no account should it be given to anyone who cannot read well; and those who do read should not be allowed to proceed unless they read with the greatest care, and sufficiently loud and distinct to be heard by all present. This would be of much importance to the school, and the position of *public reader* would soon come to be regarded—as it really would be—one of honour, and would be sought after by those pupils capable of performing the duty. The effect on the entire school, in the matter of discipline alone, would be of the utmost importance, not speaking of the still greater advantages sure to result from the practice. The fact of the whole school sitting in perfect stillness from five to ten minutes every morning, listening to the careful reading of the Scriptures ere they commence the labour of the day, could scarcely fail to tell favourably on the conduct of the day; and a repetition of this before retiring from school would produce its pleasing fruits on the out-door

exercises of the evening. With one or two exceptions the work of the schools during the past year has been highly satisfactory, the utmost good feeling prevailed amongst the parents, trustees, and teachers, and this contributed not a little to the prosperity of the schools. The improved text books are producing their beneficial effects; a deeper interest is being manifested in the several subjects taught, and consequently a more thorough knowledge is acquired. The new series of reading books is far ahead of the old, and the new grammar is a decided improvement on its predecessors. Taking our text books as a whole, they will compare favourably with those of any other land in their adaptation to the purposes for which they are designed, and the time is not far distant when the Province of Ontario will take its place in the front rank amongst those nations who regard the thorough education of their children as their chief glory.

47. *J. D. Smith, Esquire, M. D., Scott.*—The cause of non-attendance in *Section No. 1* is not known. The school is opened with prayer, and the results are beneficial. The programme for County Board Examinations is followed and the questions are printed. No school museum. Books are covered, numbered, &c. *Journal of Education* is received with much benefit. The library exerts a very good influence. *Section No. 2.* Cause of non-attendance not known. General regulations in regard to religious instruction followed, with good results. Programme for County Board Examinations is followed and questions written. No school library or school museum. Prizes distributed and with good results. *Journal of Education* is regularly received, and produces very beneficial effects on the school. *Section No. 3.* Cause of non-attendance, negligence of parents. Religious instruction fully observed. Programme for County Board Examinations is followed and questions printed. No museum or library. *Journal of Education* is not received, but wanted badly. *Section No. 4.* Cause of non-attendance, indifference. Religious instruction followed. No museum. No library. Prizes were distributed. *Journal of Education* is received. *Section No. 5.* Cause of non-attendance not given. Religious instruction not followed. No school museum, &c. No library. No prizes. *Journal of Education* not received, wanted. *Section No. 6.* Cause of non-attendance not given. General religious instruction followed. No magic lanterns, &c. &c. No library. No prizes. The *Journal of Education* is received and considered a benefit.

XX. COUNTY OF YORK.

48. *The Reverend James Brooks, Etobicoke.*—According to the reports received, there are more non-attendant children in the Roman Catholic Separate part of No. 6 Section than in all the other 9 sections together—20 against 16. The reason, I suppose, is indifference about education. There are still a few of those persons who think, and say:—"I have got on without education, and my children can do so likewise." But little attention is given to stated religious instruction in the Common Schools—Sunday Schools abound in this Township. The programme for teachers' examinations is observed, and the examination questions are printed. Not any of the schools of this Township have attempted anything of a museum, &c. Not any that I am aware of have introduced scientific instruments. The libraries are not as much appreciated as they ought to be, and many of the books are in a neglected state. I will endeavour to give more attention to this subject in my school visitations. There were prizes distributed in only four schools out of ten in this Township during the past year. In the hands of an earnest and skilful teacher, prizes may be used to great advantage. I cannot speak particularly of the result connected with their distribution. This question I think will have the effect of leading me to lecture on the subject in the schools. The *Journal of Education* is received in nearly all the school sections,* but like the library books, I think it is not as highly appreciated as it ought to be.

49. *The Reverend James Carmichael, King.*—As this is my first year in the office, I can say but little about the progress or the want of progress in the several schools. Trustees seem to be becoming more alive to the importance of doing away with the vicious system of changing the teacher at the end of every year. They are also slowly awakening to the consciousness that the cheapest teacher they can engage may not be on the whole the best.

* Where the *Journal of Education* is not received, complaint should at once be made by letter to the Department, as it is regularly mailed to all the school sections in Etobicoke.

The school-houses are all in good condition—commodious, warm, well-furnished, and cleanly kept. In most of the schools the library is in a dilapidated condition. Little interest is felt in it by the scholars or their parents, and no care is taken to renew or increase it. The average returns for the latter half of 1869, fell far short of the returns for the former half—measles, scarlet fever, colds, &c., interfered a good deal with the attendance of the schools for the greater part of the summer. There are still in several of the sections too many children who never attend school, and the almost universal cause is the “indifference of parents.” In one or two instances where the districts are large and sparsely peopled, distance from the school may be the reason of non-attendance of the children. In every school the new series of national readers are used exclusively. The Trustees in several instances report that the *Journal of Education* is not received regularly,* nor read when received, nor useful when read. I have endeavoured to arouse both Trustees and teachers out of this apathy in regard to the *Journal*, and I believe that if it were carefully read it would be of very great advantage to all parties. I am sorry to find that the Bible and Testament are almost wholly excluded from the school; I think that, less or more, it should have a place in the work of every day in the school.

50. *The Reverend D. H. Fletcher, Scarborough.*—I have, since I came to reside in the Township nine years ago, though not acting as Superintendent till recently, watched with deep interest the gradual improvement of our Common Schools. It affords me unfeigned pleasure to report that there has been a most decided progress during that period. The old uncomfortable school-houses have been gradually disappearing and giving place to buildings of a superior class that are a credit to the Township, and of immense benefit to teachers and pupils. We have now excellent brick houses in six sections. They are commodious, and well adapted in every respect for educational purposes. The one erected last year in Section No. 1, cost over *three thousand dollars*. I am sure it will be gratifying to you to know, as indicating the attachment of the people to our admirable school system, that this amount, somewhat large for a rural section, was most cheerfully paid in two annual instalments without a *single dissenting voice*. We have still, I regret to say, buildings (frame) of an inferior description in four sections. I have strongly urged the rate-payers to replace these without delay with better houses. This will be accomplished in two sections next summer, and I hope without any great delay in the other two sections. All the schools are free. The Holy Scriptures are read in them all. They are also opened and closed with prayer. *Non-attendance.* The number of children of school age, not attending school, is comparatively small—between four and five per cent. of the whole. The cause assigned in the different reports for their non-attendance is “indifference of parents.” While the criminal negligence of parents is undoubtedly the chief cause, I find as a general thing, that in every section where the teacher is thoroughly efficient and popular, there are few children who do not attend. The non-attendance in one section was largely owing to the unpopularity of the teacher, and in another to the want of school accommodation provided by the Trustees. There are still some who are strongly opposed to compulsory education, but it seems to me perfectly plain that when parents criminally neglect their duty to their children the law should interfere. If men of property are taxed for the support of our excellent schools, it is but fair and just that indifferent parents should be compelled to send their children to the schools for a certain period each year, in order to prevent them growing up in ignorance and crime, a curse to society. There are no Common School libraries in this Township yet. Their place is in a good measure supplied by other libraries—one of these established several years ago, contains 1,400 volumes on various subjects. A large number of the inhabitants avail themselves of it. I should rejoice to see a library established in every school section. Prizes were given during last year in only five schools, and that to a very limited extent. I regret this very much, for I am fully persuaded that the judicious distribution of prizes, besides diffusing a large amount of useful knowledge, tends to promote regularity of attendance and diligence in study. The average salary paid to male teachers last year was only \$365.55, a very slight increase on the preceding year. I am extremely anxious to have it raised to at least \$400. The low remuneration which Trustees are disposed to give teachers is most prejudicial to the efficiency and progress of our schools. I have known several young

* The *Journal of Education* is regularly mailed to all the school sections in King.

men of talent and energy, efficient and successful teachers who felt themselves constrained to abandon a profession which they loved, owing to the inadequate remuneration which teachers receive. I am informed by some of the merchants of your city, that men engaged as porters, who have scarcely any education receive an annual income of \$400 each, and in some instances more. Surely it is not to the credit of our people to pay less to the teacher of their children who has spent much time and money in qualifying himself to discharge intelligently the arduous duties of his profession, than a Toronto merchant pays to his porter, who perhaps can only with difficulty write his own name.

51. *The Reverend John Bredin, Vaughan.*—The number of children not attending any school in this Township is a mere fraction of the children of school age, and their non-attendance is mainly attributable to distance from the school house. While the general regulations in regard to religious instruction are not followed, nearly all the schools are opened and closed with the reading of the scriptures and prayer. The programme for County Board examinations is strictly followed, the examination questions being printed, and the examinations are considered to be thorough and searching. Of the 19 teachers employed, 13 hold first class, and the rest second class, grade A certificates. Two commodious school houses of brick have been built, and a third purchased during the year. There are still two sections in the Township in which a rate bill is retained. Complaints are occasionally made in reference to the irregularity of the arrival* of the *Journal of Education*. Could its despatch and delivery be more punctually observed, its influence for good would be largely augmented. It is not too much to add that the several provisions of the School Act, under active and vigilant Trustees and energetic teachers, are largely fulfilling the expectations of parents and guardians in imparting to the young a sound and practical education.

XXI. COUNTY OF SIMCOE.

52. *Robert F. Banting, Esquire, Essa.*—The schools of Essa were never in a more prosperous condition than at the present time. We had one excellent new frame school house erected the past year in section No. 2, at a cost of about \$800. The people in general submit willingly to the trustees' rates, and there appears a greater desire to obtain the services of competent teachers, indeed your very excellent school system was never more highly appreciated, and particularly so since the rumour of the contemplated changes in the same, which said changes I fear would not be very well received in this Township. There is, however, one source of complaint which I think should be remedied, and that is, in sections where the school house is situated on the borders of the Township, parties in the adjoining Townships or Villages, in order to secure the privilege of attending such schools, are unprincipled enough to rent a small patch of land in said sections at a nominal price, and then claim the right of sending their children to such schools, and in this way, for the sum of 5 or 6 cents of an annual assessment, send as many children, perhaps to crowd the school, the supporters of which have, at a heavy tax upon themselves, secured a good school house and employed a first-class teacher. I have known instances of this kind in my own neighbourhood, and I think some enactment should be made to remedy the evil. Before concluding, Reverend Sir, permit me to indulge in the fond hope that the educational interests of Ontario may for many, many years to come, enjoy the blessing of your able superintendence and fostering care.

53. *William Harvey, Esquire, Flos.*—In school sections where prizes have been distributed a beneficial influence is exerted, not only in stimulating the children to persevere in their studies, but in the instructive and interesting reading matter which the prize books contain. The number of non-attendants is small, and is mostly caused by bad roads and distance from school. The schools in Flos are all free, which appears to be the favourite system in this part of the country.

54. *The Reverend Jacob Poole, Innisfil.*—The present school organization of the Dominion of Canada is a great blessing to the inhabitants at large, especially so when contrasted with the state of things forty years ago, without system or order. If a school existed in any locality and a teacher proposed himself, one or two ambitious men went round the neighbourhood enquiring who would send their children to school; if one

* The *Journal of Education* is regularly mailed to all the school sections in Vaughan.

family agreed to do so another would not, and here the difficulty arose, and if it was removed there was no certainty how long it would continue, and it was almost a certainty it would not continue long. It would be well if the present generation would consider how much better their condition is under the present school system, with all its appliances, and although there is a vast sum of money expended annually on the public schools, there is a proportionate return for it in the removal of ignorance, and a great amount of knowledge gained, and the intellect greatly improved. The present state of the schools of Innisfil is improving under a class of competent teachers, who are in general prompt in their duty and competent to teach the branches established by law. The school houses are also accommodating, with the exception of two or three of them, and it is expected that they will soon be removed by the erection of others in their place. Some of the schools, however, are not as well supplied with maps as would be desirable—some have libraries and prize books, and others have not. It is to be regretted that trustees are not more ambitious in availing themselves of the very liberal offer held forth by the Chief Superintendent as an inducement to supply the schools with a greater variety of reading than they would have otherwise. I find, in visiting the schools from time to time, one deficiency but too general in teachers; they do not study the varied capacities of the junior pupils under their care so as to know how to deal with each one according to their diversified temperaments; a timid nervous child requires to be patiently borne with by the teacher, otherwise the memory fails, and fearfulness and trembling follow, and then the pupil in that state is incapacitated to learn anything. If the teacher in such a case should yield to his own feeling, as some do, the consequence would be that servile fear would suddenly seize the child, and in that state the teacher would be of no more use to such a child than he would be in attempting to hammer knowledge into the heart of a stone.

55. *G. Carson McManus, Esquire, M.D., Nottawasaga.*—Various reasons are assigned for the non-attendance of children. I might mention a few of the principal ones, viz., distance, bad roads, and indifference of parents. In some places the proper roads are not opened, and in order to get to the school house they would have to travel some four or five miles in a round about way. Indifference of parents is, I am sorry to say, the great cause in the majority of cases, and one that cannot be easily remedied. Some parents think that if their children can read round-hand and spell their own names that they are qualified for any positions in life with grace and credit to their parents, who have sacrificed so much to give them a superior education as they term it. Others are too much interested in worldly matters, and cannot spare their valuable time or services at home to allow their children to go to school. A thousand and one things are to be done and they cannot go to-day, and when to-morrow comes matters are no better, and so on until they grow up in ignorance. Religious instruction is not followed, owing, I presume, to the great diversity of opinion; some object because the teacher is a Presbyterian, and others because he is a Methodist, and thereby neglect the matter altogether. The books are all covered and labelled where libraries are, but they are very few. As to the influence of libraries, no information given by the Trustees, but I am fully satisfied a great deal of benefit is derived from them. Where prizes have been distributed they have exerted a beneficial influence in stimulating the youth to action, and have caused them to take a lively interest in their studies in order to compete with their fellow students. In my opinion, if all the schools were to adopt the principle and expend a respectable amount in prizes half-yearly, our Common Schools would be in a better condition. There seem to be (according to the Trustees' Annual Reports) four schools that have not received the *Journal of Education*.^{*} In the sections where it has been received the Trustees are highly pleased with it, and consider it indispensable. It renders them very useful information on various subjects, of which they would otherwise be ignorant.

56. *The Reverend James Ferguson, Oro.*—All the schools in this Township were in operation during the year. Trustees, teachers, and people work together harmoniously for the one grand end of building up and consolidating our Common Schools. The larger part of our school houses are good substantial and commodious buildings, and the whole are well furnished with maps and blackboards. The majority of our teachers have taught

^{*} These sections are Nos. 8, 14, 15, 19. The *Journal of Education* is regularly mailed for them to Stayner, Avening, Dunedin, and Duntroon.

for years in the Township, and some in the same section ; and their enthusiasm and devotedness to their work tell very favourably on the attendance and advancement of the pupils. There was no change of teachers during the year, and there was a slight increase in the average of salary given them. The distribution of prizes is becoming very popular, and will soon extend to all the schools. Recitation is practised in seven of our schools, and it is found to be a help to all the other studies of the school room,—to the reading especially. I am not satisfied with the answers of the Trustees to the questions respecting the general population and the school children in the sections. In my next I hope to report more to my own satisfaction in these particulars. Though I believe the number of children reported as attending no school is given higher than it ought to be, yet I fear the number attending no school is still too large. The contemplated formation of a new school section, if accomplished, may have the effect of materially lessening the number of non-attendants from distance.

57. *Alexander Hislop, Esquire, Sunnidale*.—I have much pleasure in testifying to the general efficiency of the teachers, all of whom held second-class certificates, save one, while that one has obtained a first-class certificate at the last examination of the Board of Public Instruction at Barrié. Within the last two or three years a vast improvement has been observable in the proficiency and deportment of the pupils—attributable in a great measure to the Township competitive examinations and the awarding of prizes, as also to the deeper interest felt by parents and Trustees in the proper education of the young. The non-attendance in some cases is owing to the children being put to work, and in others to indifference, probably. Religious instruction is mostly confined to the Sabbath services. Examinations at the County Board are yet conducted orally, save in arithmetic, the questions in which are written. Libraries, where used, are exerting a favourable influence upon the community. We had one Township examination of the schools, and prizes awarded last year, also prizes were given in three sectional examinations, in all cases with good effect. The feeling of the public generally seems against frequent Township examinations, as they might cause teachers to devote too much time and labour to a few to the neglect of others. Where the *Journal of Education* is received the result must be good ; but School Sections Nos. 3 and 4 report their not getting the *Journal* regularly.*

58. *The Reverend John Flood, B.A., Tay and Tiny*.—General regulations in regard to religious instruction are not followed, except when I can give some attention to this duty, amidst many other pressing claims upon my time. The little that I can do, however, evidently produces very desirable results. And I think this is one strong argument for being careful in every alteration of the school law, to let the office of Local Superintendent be open to many well educated clergymen. If the office be made of such a nature that ministers cannot accept it in connection with their other employment, the change will lamentably diminish religious sentiments and principles. The revised programme for County Board Examinations is observed ; but the questions are not printed. There are not any Common School libraries in Tiny or Tay. The cause of non-attendance is chiefly great distance from the school. The distribution of prizes is doing much good. None of the schools here have magic lanterns or museums. The *Journal of Education* is regularly received.

59. *George Sneath, Esquire, Vespra*.—Education continues to make progress in this Township. Parents and guardians are becoming more alive to the importance of providing the means by which the youth, placed under their charge, may acquire that knowledge which will enable them to keep pace with the progress of the rest of the world, make them good men and women, and useful citizens. The average attendance of pupils is increasing. In my experience, I have generally found that a good teacher would command a good attendance of scholars, therefore, I have endeavoured to impress on the minds of the Trustees of the schools under my charge, the great importance, and also economy of employing competent teachers, even at double the amount of salary incompetent ones would offer their incompetent services for, and I am happy to say with success ; for not one third-class and only one second-class teacher are employed in the Township. The principal cause of non-attendance reported by the Trustees is, "distance from the school-house." One Board reports, "incompetency of teacher." Printed examination papers have not hitherto been

* The *Journal* is regularly mailed for these sections to Brentwood and New Lovell.

used by the Board of Public Instruction for this circuit, but a resolution was passed at the last meeting of the Board adopting that method. Prizes have been distributed during the year, in all the sections but one, with good results. The *Journal of Education*, where regularly received, is much appreciated, but, unfortunately, and from what cause I cannot say, it very seldom comes to hand in this Township.*

XXII. COUNTY OF HALTON.

60. *Daniel McLeod, Esquire, Nelson.*—The teachers in Nelson are generally active and efficient in their vocation, sober and steady in their habits, and all of good moral character; four hold Normal School certificates, eleven County Board, and the schools under their charge are flourishing and prosperous. There are fifteen schools and thirteen section school houses; five are of brick, one of stone, and seven frame. All, except one, are held by freehold tenure, and valued at \$8,075, with \$941 of school furniture, apparatus, &c.; some are well supplied with maps and other school requisites, others not so well—one map is the sum total reported in one school section. It is to be regretted that there is no Common School library in the Township. The existence of fourteen Sunday School libraries with 3,064 volumes may be assigned as in part the cause, yet, however useful the books connected with such institutions may be, and they confessedly are so, they supply but in a small degree the reading wants of the community. Prizes were distributed in nine schools, yet only seven give the amount paid. One section awarded \$60 worth to the deserving, another \$47.25, and another \$32, with highly beneficial results. It will be admitted by most that prizes offered as a reward of merit must exert a salutary influence in stimulating to diligence, and a laudable emulation to excel. The books, too, thus obtained, besides affording gratification as prizes, furnish a store of useful knowledge for all after life. Eighty-one are returned as not attending any school. The cause of non-attendance is by some ascribed to Rate Bill, by others to distance from school and neglect of parents, others again assign the want of a compulsory law as the sole cause. The general regulations with regard to religious instruction seem to be followed stately in three schools only, yet nearly all open and close with prayer and use the Bible or Testament; one reports good as resulting from their observance. Where a teacher whose walk and conversation are becoming the gospel, imparts religious instruction in a manner adapted to the capacity of his pupils, it must, through the Divine blessing, result in good in a greater or less degree. Teachers requiring certificates in the County of Halton have to pass through a pretty severe ordeal of examination, especially those of the first class. New questions are printed for every semi-annual examination, and a high standard of qualification required. The *Journal of Education* is received regularly by ten Sections; by one sometimes; another does not answer the question; and another says that it is not received;† seven say that it is useful; four do not answer that part of the question; and two say no. Allow me, as an individual, to say that I always receive the *Journal* with pleasure. The sketches given in it from time to time of individuals who, by persevering industry and application have, by the blessing of God, raised themselves to positions of distinction and usefulness among their fellow men, are of a nature to interest and please almost every reader, and to stimulate to a noble ardour to rise. The instructions given to school officers and Departmental notices are indispensable. The miscellaneous papers we read with pleasure. The matter relating to educational institutions and education generally may not, perhaps, interest a certain class, yet such matter should find a place in a paper devoted to educational intelligence.

61. *Charles Sovereign, Esquire, Trafalgar.*—There are some things, in my judgment, that militate against the advancement of our schools, such as the want of care in the selection of teachers, and their too frequent change when selected. If good teachers were encouraged to continue longer in their respective schools, it would be a great advantage to all concerned. *Frequent change of books.*—Children, whose time is limited, cannot afford to divide too much of that limited time between new books and new studies. There is a great want of interest in many of those who are legally privileged visitors of schools,

* The *Journal of Education* is regularly mailed to all the sections in Vespra.

† It is regularly mailed to all the sections.

the average even of school trustees is but a fraction over three visits to each school per year; by municipal councillors but two visits; by Judges and Members of Parliament but one visit during the year. School Section No. 9 received but one visit during the year, and No. 12 but one also. Hence you can in some measure discover the reason why the reports of the Township have not been better. It is the want of interest in those who have the management of the schools. These remarks do not apply to all; there are many honourable exceptions.

XXIII. COUNTY OF WENTWORTH.

62. *The Reverend George A. Bull, M.A., Barton.*—The report of schools in Barton Township for 1869 is highly satisfactory; all the schools are free, and the attendance of children of school age is very good. This, with diligent and competent teachers, is sufficient proof that much work has been done in promoting the education of our young people. Libraries are still few, but those which we have had for several years continue to be highly appreciated. It is, therefore, singular that the majority of our sections have not procured libraries, when the pleasure and profit of good books are acknowledged. The Scriptures are generally read, and prayers used at the opening and closing school hours of all except one, according to my report. I have to speak in the highest terms of our teachers—they have proved themselves highly competent and painstaking in every instance, and are held in much esteem. Trustees have been also very diligent and careful in their duties.

63. *The Reverend John Porteous, Beverley.*—Religious exercises are, as you see, commonly observed in the schools under my charge, even where there are mixed Protestants and Roman Catholics. We have had no religious difficulty in this Township in the schools, so far as I have heard. I have noticed that quiet, unassuming, earnest discharge of this duty disarms opposition. As usual, I inform you, that the programme for County Board Examinations is observed, and that the examination questions are printed. And this County has given a most unequivocal expression of preference for the present School Bill, when compared with the Bill recently abandoned by the Legislature of Ontario, and so we have worn the present educational harness until it ceases to gall, as all new things will do at first; we would just like for some time to leave it alone. We have no museums of botany, &c., nor magic lanterns for the pupils in this Township. I am sorry that our school libraries remain so few, and that the books, being some time in the hands of the people, are not so much in request as they were some years ago. Additions of books to the libraries would soon revive the interest, but these are being slowly made. Prizes were distributed in seven of our section schools. The results generally are satisfactory, and advancement on the part of the pupils, with a slight mixture here and there of jealousy. But I believe that with thorough impartiality in their distribution, the evils resulting from prizes might be reduced to a minimum. Unless I put a direct question about the *Journal of Education*, I hear no remarks made. I do not endorse the depreciatory remarks that many indulge in, and always feel glad when the *Journal* is laid upon my table. It seems to me, however, that the paper on meteorology is too heavy for popular appreciation, and would be far better if presented in a short readable article giving the chief result. Let the details from each station be of course kept by the Chief Superintendent for the use of some future historian of the Dominion. Let me conclude by saying that there are numerous Sabbath Schools and libraries in this Township, and also other libraries than those reported. My conviction is that the general population returned as 5,775 is too small, but I have no means of correcting the number. Some of the Trustees carefully take census, others content themselves with making an estimate of the population, and one or two Trustee Corporations leave that work to me. The protracted harvest diminished the school attendance last fall.

64. *The Reverend George Chayne, A.M., Binbrooke and Saltfleet.*—I have much pleasure in stating that the schools in these Townships, with very few exceptions, have been carried on successfully during the year. Most of the teachers are well qualified. All but one in Binbrooke and several in Saltfleet hold first-class certificates, and are efficient and successful in conducting the operations of the school, and imparting instruction. Several of the teachers have been retained during five, six, or seven years in the same school sections,

which speaks well both for teachers and people. There seems less tendency to change teachers than formerly. This may arise from an improved class of teachers, and from the felt advantages of retaining the same teachers when they are discharging their duties successfully. Trustees take an increasing interest in schools, and better and improved school accommodation is being provided. In School Section No. 9, Saltfleet, they are preparing to erect a new stone school-house during the coming season. Most of the school-houses are sufficiently large and commodious, and fitted up in the improved manner. The schools in Binbrooke have been kept open during the year, an average of eleven and a half months, and in Saltfleet eleven and one-third; the average in Saltfleet being reduced by a change of teachers in two instances. There is a growing disposition on the part of Trustees and teachers, to have a vacation of a month, from the middle of July to the middle of August. An arrangement to this effect is sometimes made between them. The cause of non-attendance, I believe to be as I have formerly stated. In a few cases it may arise from indifference, but for the most part it is owing to distance from school in the younger, and employment at home of the older, who have already got a pretty fair education. Prizes are given in many schools with advantage. They encourage and stimulate the scholars to diligence, and do harm only when injudiciously given. The opportunity afforded to different denominations to give religious instruction is not embraced in these Townships. This can be better done in families. The *Journal of Education* is generally received and appreciated, and I have no doubt is instrumental for good in teaching Trustees and others to take a greater interest in the cause of education, by diffusing intelligence on the subject. Libraries do not seem to be valued and improved as they ought to be; and hence their influence is not great. But one School Section in Saltfleet, No 7, has a library. In it the books are cared for and read to some extent. In Binbrooke, where the Council obtained a library, and divided it among the School Sections, in some the libraries have become dissipated, and I suppose the books are in the hands of the inhabitants; in others, they are well kept, and more or less read. Sabbath School libraries, which are in connection with every church, also afford facilities of reading and imparting useful information. If the inhabitants of a country are not a reading people they cannot be intelligent; hence the importance of affording every facility of acquiring useful knowledge, and giving the young a taste for reading. The annual reports of Trustees are greatly improved, still they are not so full and accurate as they might be; and the Superintendent has sometimes to depend on his personal knowledge in answering some of the questions. On the whole, I am happy to say, that the schools in these Townships, and I hope throughout the Province, are in a prosperous state.

65. *The Reverend Alexander MacLean, M.A., Flamboro' West.*—As to non-attendance: (1) Rate bill; (2) Drunken parents; (3) Vagrant habits; (4) Untidiness; (5) Real want of clothing. The County Board gives a severe examination, invariably, by printed questions, renewed every half year. The general regulations for religious instruction in the schools, after school-hours, is not followed—there being no resident ministers of the gospel except the Superintendent. I know of no attempts to commence a museum as yet. The library books are covered, labelled and generally well-used, and the influence is good. I wonder that there are so few libraries in the Township. The influence of prizes seems to be inversely to their frequency—their benefit wanes as their numbers increase—the fewer the better unless great discretion be employed by teachers, scholars, and parents—a conjunction not often to be met with. It were well if the *Journal of Education* could be sent out earlier, and more definitely addressed, so as to reach the school sections earlier and more surely.* This is a reason why the paper has not a wider range, and a deeper hold in our school sections; it is a pity that its real value should not be more fully appreciated, and the kind design of this truly great boon to our country be fully carried out. Where it is regularly read, its usefulness is patent. I fear its absorbing topics must lie in another direction, and that the *Journal's* high literary merit is not so great a merit with some Trustees as if it were a daily market list. There must be a mistake in the report from Section No. 5, in regard to indigent pupils—40 being reported. The *indigents* generally keep out of the schools unless they are free schools.

* The *Journal* is regularly mailed each month to all the sections in Flamboro' West.

XXIV. COUNTY OF BRANT.

66. *The Reverend John Armour, Burford.*—The general regulations I answer negatively. There is nothing done of which the writer is aware. Yes, the programme for teachers' examination is observed. The library books are covered. A good effect, I believe, is produced by the library. Without doubt, a beneficial influence has been exerted by the distribution of prizes. This Township is much divided about the publication of the *Journal of Education*—some in favour and others against. It seems in some cases to have lost its influence, and in others not so. I do not know that I can say anything further on this point.

67. *The Reverend Elisha Draper, Oakland.*—Cause of non-attendance of pupils is negligence of parents. The regulations as to religious instruction are followed in one school, and with a good effect as far as my observation goes. It depends altogether upon the teachers after all. The regulations for the examination of teachers are followed, and some of the questions are printed and some oral. The Trustees are considering the propriety of purchasing a library. A good influence is produced by distributing prizes—it stimulates emulation. The schools never see the *Journal of Education*—one of the Trustees gets it out of the office and keeps it.*

68. *Robert H. Dee, Esquire, M.D., pro-Superintendent, Onondaga.*—The Reverend D. W. Duane, Local Superintendent of the Township of Onondaga, being absent, requested me to do the school business for him. I have, therefore, the honour to inform you that I have this day forwarded the Annual Report. I have also great pleasure in stating that all the schools in this Township have done well during the past year. The new books are considered a very great improvement. The number of children not attending any school is but small—the cause of such non-attendance, in most cases, is carelessness on the part of parents. In some of the schools the religious instructions are carried out, and with good results. At County Board, instructions carried out—examinations both in writing and by *viva voce*. No museums or magic lanterns in any of the schools. There has been no librarian in this Township for some years, therefore the books are not in as good a condition as they ought to be, but when they are taken out good has been done, and if new books were purchased and the whole library matter attended to, much more good would result. No prizes have been given. The *Journal* is not received regularly in some of the sections.† I think it would be better to send it direct to the Local Superintendent, and let him deliver the numbers to the various school sections. The *Journal* is always useful, and it is much to be regretted that some of the sections do not get it.

XXV. COUNTY OF LINCOLN.

69. *Charles B. Millner, Esquire, Grantham.*—Although not able to say that the state of our Common Schools is quite satisfactory, yet the average attendance of children is increasing, and the expenditure is larger than heretofore. More progress might be made if the teachers were of a superior order, for many are young people of no experience and very little learning. In the twelve schools which I report there are five male teachers, whilst the females number eight. Parents censure this, as all prefer men; still the Trustees are not to blame, as they are willing to pay well if able to procure the experienced teachers they desire. It is customary to say that indifference of parents prevents their children's attendance, but I do not coincide with this excuse, being satisfied that every good teacher has had his school room too full rather than otherwise; on the other hand poor teachers fail in presenting a fair average. The new series of books meets with warm approval, and are used with the exception of one or two cases, where poverty prevents the purchase, in such cases teachers must allow the use of old ones or dismiss the children untaught. At Circuit No. 2, meeting in St. Catharines for the examination of teachers, the questions are written, and every care is taken to license none but proper persons. But to make an examination satisfactory, the questions should be uniform throughout the Province, which could only be done by having them printed and forwarded through the

* All the sections report Oakland Post Office, where the *Journal* is regularly mailed.

† The *Journal* is regularly mailed to all the sections in Onondaga.

Education Office. The authorized prayers are read, and the New Testament is used in most schools. All our schools were kept open during the year, and the majority free. This year all are free. The Common School library is not much used, yet the hundred volumes can be readily exchanged for the same number, from the general stock of one thousand. The *Journal of Education* comes to hand very irregularly.*

70. *Eli Gregory, Esquire, Louth.*—There is still a very large number not attending any school, but the number is growing less. The number reported this year was 34—being 16 less than last year. The cause is still the neglect of parents. The programme of examinations by County Boards is observed in most cases, and the questions nearly all printed. The religious instructions not observed by all, and are of very little benefit to all appearance. There is no museum or class of botany, magic lantern, or other scientific amusement. The books are labelled and covered, but are now the worse for wear. The libraries exert a good influence in all cases. In one school, prizes were distributed and had a good effect. The *Journal of Education* has not been received regularly, and I have therefore had a number of applications for this important paper.†

71. *The Reverend Daniel Collard, Niagara.*—The work of education is progressing slowly but steadily. I believe that there is an increasing interest on the part of parents to have their children instructed, and on the part of the teachers there is an increasing desire to obtain knowledge and to impart it to the pupils. The last examination was a proof of this, and my visits to the schools give me still further proof. The schools in this Township were all free, with one exception. There are a few cases of non-attendance, which is owing to the neglect of parents. Religious instructions are not generally followed, but where they are the result is good. The programme for County Board Examinations is observed, but the questions are not printed. No museum commenced. There are no magic lanterns. Prizes have been distributed but in one instance—the effect was good. The *Journal of Education* exerts a very good influence.

XXVI. COUNTY OF WELLAND.

72. *Alexander Reid, Esquire, Crowland.*—You will observe that all the schools in this Township are free, a result hitherto unattained, so that the principle of free schools appears to be commending itself to the general public. It is a matter of congratulation that so large a portion of the children of school age have attended some portion of the year at school, so that less than one-thirteenth of the whole number have not attended any school, still it is to be regretted that even so small a fraction should be deprived of the advantages of the school-room. The reason generally assigned for non-attendance is indifference of parents, which, I presume, holds true in the majority of instances; not knowing the worth of education themselves, they are quite willing to deprive their offspring of its advantages. There is no religious instruction given in any of the schools in this Township. The idea generally entertained, I believe, is that the school-room is not the proper place, but that in the family, the Sabbath School and the church, such instruction should be given, and in this view, I fully concur. The programme for County Board Examinations is strictly observed, and the examination questions are uniformly printed. I am still sorry to observe the apathy and indifference manifested in regard to school libraries. There is not a public library in the Township, nor yet a Common School library, although the inducements held out by the Department are very tempting. Yet, it is to be hoped, the people will soon arise from their lethargy, and avail themselves of the valuable boon. Prizes were distributed in only one school, and then only on the ground of prompt attendance, and no doubt will act as an incentive to others to go and do likewise.

73. *The Reverend W. E. Cooper, M.A., Humberstone.*—It is a matter of deep regret that no improvement can be seen in the standard of the schools of this Township for the year past; on the contrary, they have rather deteriorated. This seems to have arisen from two causes: first of all, the people themselves, not having had good opportunities of acquiring an education in their own early days, are consequently unable to form a correct opinion as to the necessity or advantage of such a thing for their children;

* This must be the fault of the Postmaster as it is regularly mailed.

† When the *Journal* is not received complaint should be made by letter to the Department.

this results in carelessness about the attendance of their children at school, a very slight reason being sufficient to induce them to keep their children at home. And it may be owing to the same deficiency of education that the parents, and through them the Trustees, are always having the teachers changed, no one being at all able, it would seem, to comprehend the mischief wrought by this constant change. A very unfortunate proof was afforded during the year of the utter futility of the Local Superintendent's visits and influence on this point. A young man was engaged as teacher in a school where there was need of ability and energy; at the end of two months a very striking and reliable improvement had taken place; the Trustees, notwithstanding all that the Local Superintendent could urge, refused to continue the teacher's engagement, and "hired" a young woman, a relative of an influential person in the section, saving thus a few dollars, and the result was the school went down literally almost to zero in a few months—only 8 pupils being present at the time of the Superintendent's visit. Of course when the teachers are engaged only for a few months, there is no restraint felt by them in regard to public opinion; they only desire to get on quietly until their time is up, when they can wander away, perhaps to a distance, and get another school. It must be candidly confessed, however, that the class of persons who obtain employment as teachers is certainly quite good enough for the pay they get, the treatment they receive, and the estimation in which their occupation is held. The effect upon the schools is exactly what might be expected. Before leaving this part of the subject, I should like to record a strong protest against the present system of leaving the dismissal of the teacher solely in the power of the Local Board. No teacher of real worth should be required to put himself so entirely in the hands of men in so many cases utterly unfit to judge of his qualifications for his position; and besides, the teacher has no real power by himself to suspend for any time, far less to expel, the most unruly pupil, thus even the power of maintaining discipline is really not in the teacher's hands; under these circumstances we cannot wonder at the unsatisfactory state of the schools. I cannot help thinking that a wise step to take would be to make the dismissal of a teacher dependent on the consent of the Reeve, Deputy Reeve, and Local Superintendent, or a majority of them, and also fixing a minimum salary for the teacher, say \$20 per month for rural schools, and \$25 for every village of 300 inhabitants, in the case of teachers having sole charge of a school. The system of "permits" by Local Superintendents might be discontinued, as there is now a full supply of certificated teachers, many of whom are unemployed, and really the "permit" is a most material aid to the "cheap teacher" advocates, and therefore as great a bar to the duly qualified teachers. In this Township it will readily be understood how little influence is wrought by libraries, or by the *Journal of Education*. The people would really not be willing to have their money spent on that, the good of which they cannot well see. The Local Superintendent has tried, by means of lectures, to awaken a right feeling in the people, but those who can be induced to attend these lectures are the very people who have the interests of the schools most at heart. The ignorant, the careless, and the obstructive cannot be prevailed upon to come to the only means in their reach of having their misconceptions and objections explained away. Not only does the indifference and ignorance of parents cause a poor attendance of their children at school, but more frequently, I believe, parents keep their children out of school from dissatisfaction with the teacher; the people are thus able, in many cases, to force the Trustees to change the teacher, and finding the plan succeed they, of course, put it in practice when they fancy they see occasion for it. The only remedy for all these defects must be sought in patiently working on till a better educated generation succeeds the present one; they will have sufficient knowledge of the advantages of education to value it more, and their children will derive the benefit that the present school system could give had it a fair chance. The evils indicated above are the results of the very state of things which a patient working out of the system will in time cure, and the existence of these evils is noticed only that we may feel that there is work to be done; were we to persuade ourselves that all is satisfactory there would be no great endeavor to improve. The knowledge of even failure is useful as an incentive to greater perseverance, and the lessons thus learnt must, to all right thinking people, prove of very great value.

74. *The Reverend George Bell, Stamford.*—Cause of non-attendance. Indifference of

parents is generally assigned: one report says "neglect," and another, "indigence." I think the regulations as to religious instruction are not followed, although four answer in the affirmative. The programme for examination of teachers is observed, and the questions are printed, the examiners adding such *viva voce* questions as they think fit, for greater satisfaction, when they consider it necessary. The Trustees of all the sections appear to receive the *Journal* regularly. One report says that it is not of much value to the Trustees, and one replies in the negative; the others state that it is of value. I believe it is of value to all.

75. *Henry Musson, Esquire, Thorold.*—There were eleven schools in operation in this Township including the unions, during the past year, and I am happy to say that they are doing well with a few exceptions. The attendance is not what it should be, mostly owing to indifference of parents, and at other times to carelessness of teachers. It is difficult to convince some of our Trustees that maps, globes, and libraries are a necessary appendage to good schools. As to libraries, we had a Township library a few years ago in actual operation, but it was distributed in the several school sections, and at the present time is only a myth in this Township, as you will see by my report. In some sections under my supervision the Trustees pay their teachers salaries that are too small to secure the services of good and efficient teachers, others again pay salaries that are a credit. In some sections prizes have been distributed, but they are few in number, and I think they exert a good influence in schools where they are distributed. As to the *Journal of Education*, in some sections it is rarely received; and for my own part I have received but three copies during the year.* I think it would add materially to the advancement of education if they were regularly received. The revised programme is observed by the County Board, and the examination questions are printed. As to free Schools, I think it would be more pleasant to all in Ontario if the law required all to be free, and those endless disputes would then be settled, as there is more contention on this question than any other. I hope by next year to see all Schools in Thorold Township free, if not in Ontario.

76. *The Reverend John Creighton, Wainfleet.*—The cause of non-attendance, I am generally informed, is from indifference of parents. This, from observation, I think to be the true cause why our schools are not better attended. Parents are too often indifferent to the mental and moral culture of the youthful minds placed under their charge, and prefer present assistance at the shop or on the farm to that mental training which would make them afterwards even more useful and better members of society. I believe, indeed, that people are beginning to appreciate more highly the privileges which they enjoy under our Common School system. The schools in this Township appear to be doing very well. The most of them are open during the whole year, and I have no hesitation in saying that they are making marked progress. Outwardly also, the school houses have a comfortable appearance. They are either good brick buildings, or with few exceptions, very comfortable frame ones. Religious instruction is almost, I think, wholly neglected. To detain children after school hours, for this purpose, is not very desirable; and then this deficiency is supplied by Sunday Schools, which are to be found in every locality. The programme for County Board is generally observed, and the examination conducted by printed questions. *Viva voce* examination has been attempted occasionally in some subjects, but the general opinion is, that a written examination is more thorough. For some years the Board has endeavored to raise the standard of qualification, and the effect of this is visible in the class of candidates who receive certificates. The *Journal of Education* I believe to be generally useful where received, and very few of those who now read its pages would like to see it discontinued. If postmasters would do their duty by giving the paper to those to whom it is addressed, there would be more interest taken in it. But from personal knowledge I feel convinced that it is almost impossible to get it from the office—not at any rate with any regularity.

XXVII.—COUNTY OF HALDIMAND.

77. *The Reverend Eli Bartram, Canborough.* All our schools are in active operation, and all on the free system. The great hindrance to the schools in this Township is the

* As the *Journal* is regularly mailed this must be the fault of the Postmaster.

non-attendance of the children, the want of commodious school houses, and the want of maps and school apparatus. The non-attendance of the children is caused chiefly by the negligence of parents, the necessity of children working a considerable portion of the time, and in a few instances by the poverty of parents. We have in this Township four school houses, not one of which is large enough to accommodate the pupils attending school during the winter months. I have endeavoured during my short term of office to enlist the sympathies of the Trustees in providing maps, &c., for the use of the schools, and have hopes that my efforts will prove successful. We have no public library in this Township. The inhabitants of Canborough are a non-reading people. I cannot give my opinion as to the progress of education in this Township as my term of office has been brief, but hope by assiduity in the discharge of my duties, to be enabled to report in my next a commendable progress, and at greater length.

78. *A. Macdonald Lockhart, Esquire, Moulton.*—I have to state that although the general regulations in regard to religious instruction are not fully carried out in all my eight School Sections, still that in the whole of them a strong religious element prevails. The programme for County Board Examinations is, I believe, fully carried out, and the examination questions are printed. None of our schools have commenced any museums, and in none of them are there any scientific amusements for the pupils. Only in one of our school sections, No. 4, has a school library been purchased; but the school house in that section being very primitive, the library is kept in the private house of the librarian, and not having had personal access to it, I cannot positively say whether the books themselves have been covered, labelled, and numbered; but from enquiries made upon the spot, I learn that the books are well read and disseminated, and have exercised a very favourable influence amongst the pupils by inducing an increased love of study and reading. Prizes have been distributed in four of our school sections—and some further remarks upon the subject will be found in the columns below. The influence of the *Journal of Education* I believe to be very great in connection with our schools. It is eagerly sought after by the teachers, and I know of many school trustees almost innocent of any other reading, and yet who may be seen at many an odd time carefully perusing the pages of this periodical, and apparently desirous of profiting by its contents. Cause of non-attendance of pupils is by the local trustees generally attributed to the indifference of parents,—but we shall enter into this, perhaps, a little more fully below. Many portions of this municipality, more especially that part of it termed Moulton, are still in the transition state, from the wilderness to the grand arable farm; many of its ratepayers are still in lumbering, and transporting their ties and their cordwood to market. Many portions of the municipality, moreover, are being thoroughly drained, under the draining clauses of the Municipal Act, and a very large annual tax, and, indeed, in many cases almost an overwhelming one, is rated upon the lands to be benefited by these drainage operations; it is, therefore, little to be wondered at that in some of the localities the school buildings and premises are not precisely in that state which a true friend of education would desire to behold. And yet to me it has been truly refreshing and encouraging to behold the unanimity prevailing amongst all in favour of more suitable school buildings and premises, just as soon as the present outward pressure may cease to bear upon them, and the thorough conviction of all, that without such improved buildings and premises, neither the youth of their or any other sections can ever be well or thoroughly educated. I believe these parties to be sincere in their convictions and in their desires, and I have very great pleasure in reporting the fact. Other portions of the municipality, again, display magnificent arable farms, large and substantial barns and dwellings, and good snug brick school houses, well furnished without and within; and throughout the whole of my charge, taken all in all, I believe the state of educational matters to be quite encouraging. It may be, perhaps, that there is a little too much leaning towards that greatest curse of all curses in educational matters—the curse of cheap teachers. This is a point to which I have in all my visits most particularly called the attention of trustees and others,—but most unfortunately it is that very point upon which it is most difficult to carry out conviction. The best teacher is always the *cheapest*; and although trustees may dread to face their constituents with a large item for the services of an efficient teacher; and although they may flatter themselves that by a false parsimony they are securing their

re-election at the annual meeting,—yet they ought never to forget that at a far higher bar than that of man are their actions to be judged, that the immortal minds of the little ones around them are a sacred trust committed by God to their care, and that if they foully betray that trust, most assuredly an avenging God will *not* hold them guiltless. Strange it is, indeed, that whilst everyone appears to know that in the common transactions of everyday life, a good article of any kind always commands a good price,—yet, that so many should be found who make education the only exception to the general rule, and who can, for the low paltry quibble of saving a dollar, commit the welfare of the rising generation to a needy adventurer, and barter away their best interests—we had almost said the immortal souls—of their children for an additional vote at an annual meeting. There may be also amongst us (induced, perhaps, by the leaning towards cheap teachers) rather too much of a tendency to prefer female to male teachers—our proportions during the last year being six females and two males. And yet I do not know that I ought to complain—during my past year's experience I have found very few glaring deficiencies amongst these female teachers; and some of the very best examinations of the year were held in sections where females have almost constantly been employed. And having given the matter the most serious consideration, I have come to the conclusion that with pupils of a certain age, a female teacher will succeed as well, and in many cases better, than a male, and effect, in some instances, a saving of 50 per cent.; but that in schools attended by boys over thirteen or fourteen years of age, male teachers ought invariably to be employed. With respect to the causes of non-attendance, various reasons are assigned. Poverty we scarcely think can be admitted as a valid excuse, seeing that in our rural sections few, if any, are so utterly poverty-stricken as to leave room for such a plea, and that if any such there should unfortunately be, the School Act gives to school trustees ample powers to admit them to all the privileges of a good Common School education, free and without price. Occasionally the plea of “too great a distance from school” may be admitted, such cases, however, being very exceptional. Occasionally, also, local disputes may form a temporary reason why some sour fanatical parent, fancying himself aggrieved by the appointment of some particular teacher, or the election of some particular school trustee, vents his spleen upon all and sundry, by the *Suicidal* policy of keeping his children from school altogether. But the real truth we believe to be that all the various excuses formally offered can be easily merged into the general one of “*indifference of parents.*” A large proportion of our population consists of emigrants from nearly every clime and region of the earth. The majority of these came here with nothing but their sturdy thews and sinews, and their indomitable energy and perseverance. With their axes upon their shoulders, they marched boldly into the wilderness; and out of it, by stringent frugality and unremitting toil, they have carved for themselves an easy competence—a rude plenty. They have seen educated men settle around them, and *decrease* in wealth, whilst *they*, the uneducated, have flourished and *increased* in it. Many of them, owing to the unavoidable force of circumstances—from *sheer necessity*—have been elected by those around them to situations of trust as school trustees and councillors. Nay, they have taken even higher flights, and been appointed by the crown to high official honours. They have waxed haughty in their grandeur, they have become inflated with their official pomp, they utterly eschew, alike, education, reason, and common sense. That many ignorant persons think in this foolish way, there can be no possible doubt, and therefore it is not very strange that so many of the rising generation are robbed of the privileges which God in his providence has bestowed upon them, and are cruelly deprived of their inalienable birthright—a good sound education. In close connection with this evil of non-attendance there is also the glaring one of partial irregularity. I think I can discern throughout the whole Dominion strong symptoms of a growing desire for the free school system, and also in many quarters a conviction that the law itself should be called into requisition and declare all our Common Schools free. I have no desire to raise my voice against this all but universal feeling; and yet I cannot help remarking that to me at least, there appears to be far less of this evil of partial irregularity observable in schools conducted upon the principle of Free. And to me the reason is very obvious. When the Rate Bill principle prevails, the usual fee is twenty-five cents a month. This sum, though small, parents do not like to lose; and as the attendance of a child at school for even one day in a month renders that child

liable for the full month's fee, it is generally found that children are not sent to school until they can attend with unbroken regularity. So that the whole matter would appear just to turn upon the solution of this one grand point. Whether it is more conducive to the educational improvement of a school section consisting of say sixty pupils between the ages of five and sixteen, that say twenty or twenty-five of these sixty should be found in their places in school regularly day after day, week after week, and month after month, without a blank marked in the register opposite their names, or that the whole sixty should attend irregularly—some one day in the week, some two or three half days, and others, perhaps, only four or five days in the month, I cannot say. The solution of this educational problem I leave to wiser heads than my own, and I only state the facts just as I have found them when comparing the attendance remarks in Rate Bill school registers with those of schools conducted on the Free principle. One thing appears to me positively certain,—that "Society is not only bound on principles of humanity, but is entitled by the laws of self-defence to take care, while there is no undue interference with conscience, that every child within its bounds receives such an education as shall fit it to become a useful citizen, and prevent its being a danger, a burden, and a nuisance to the Commonwealth," and if nothing else will effect this—if no other considerations will avail—then a compulsory attendance must by law be enforced. It is the children rising up all around us who are to form the future ministers, lawyers, doctors, councillors, magistrates, and rulers of our land, and God forbid that our prosperity and our happiness, our liberty, our order, and our social stability should be at the mercy of blinded ignorance. Within my charge only one school library has been purchased, and that purchase was effected many years ago. I am not aware that the subject has ever been brought prominently before the ratepayers of the municipality by any of my predecessors in office, and I rather think that not one in a hundred of them ever heard of such an institution as a Common School library. We have a very excellent one attached to the Baptist Church in this place, but it is only available for Sunday School pupils, who, I am sorry to say, are few and far between. But, if I am spared long enough, I shall take care that the ratepayers do not much longer remain in ignorance upon the subject. Having attended a great many schools, academies and universities in Scotland, and having in all of them, at the closing examinations of the year, invariably seen prizes awarded, from the massive gold and silver medals down to the very tiniest rewards of merit,—as a matter of course I was strongly prepossessed in favour of the Prize system; and one of my very first acts upon coming into office was to urge upon all parties, to whom I had access, the vast amount of benefit which would accrue to all, were the same system carried out amongst us here. Some were jubilant at the idea, others were dubious, whilst others again (though really friends to the system) had that everlasting nightmare grinning horribly before them—their re-election at the ensuing annual meeting, or the capital which would be made out against them at some future election, were they to raise the school taxes by the amount of even one cent, however laudable and desirable the object to be obtained might be. However, I ultimately succeeded in getting prizes, or obtaining a fund for getting prizes in no less than four of our eight school sections; three of these funds being raised by private subscription, and the fourth by public taxation. Three of the examinations I attended in person, the fourth I did not hear of until it was over, but I have since ascertained its results; and in all my experience in school matters, here and elsewhere, I never beheld anything so pleasing and instructive as all these examinations—in my view they were positive *resurrections* from the dead. Everything passed off pleasantly (with the exception of a little growling at one of the examinations on the part of some ignorant parents, of which more anon), and when I tell you that at one of the examinations there were upwards of sixty spectators, and at another about a hundred, all assembled, amidst fearful storms of wind and rain, and this too in thinly inhabited country places, you may well believe that teachers, pupils, parents and trustees were all most wonderfully encouraged. There is one feature, and a very important one it is too, about the prize system, and which I do not remember having ever heard commented upon, and that is the greatly increased regularity of attendance. When prizes are promised, nothing but sickness can ever cause a pupil to absent himself or herself from school; and even *that* sickness must be very severe, as every absent mark tells against a pupil, and when there

is anything like equality of merit, one absent mark may turn the scale. Across the dubs, where I was educated, I never heard a word of all the fearful evils (connected with the prize system) which have been discovered on this side of the Atlantic. I have no doubt that in my time I have been a pupil in about as many educational institutions as any other man of my age in the Dominion of Canada, and that I have been engaged in about as many public school examinations for prizes as most other men of my day. At many of these examinations I was completely successful, and although nearly half a century has now elapsed, I can lay my hands upon prize books received at these examinations, still extant as proofs of my energy, perseverance and skill; and opening up the fly leaf I can still behold the name of the kind donor and teacher, long, long since gone to his eternal rest. But then at many, many of these examinations I was just as unsuccessful, and others received the palm of victory which, no doubt, they richly deserved; but in all my experience I never heard of any of our *heads* being *turned* by *success*, or our *hearts* broken by *defeat*. I have stood in the Humanity Hall of the University of Edinburgh, and beheld one hundred and sixty students compete for a magnificent gold medal of great value, the gift of the legal faculty of Scotland, and I have seen that medal carried off from all competitors—the scions of nobility, the sons of the magnates of the land—by a raw country lad, clad in homespun, and speaking the pure Doric of his native Lammermuir hill—the future Doctor John Lillie, who died but as yesterday in our own city of Kingston; and I never heard, I never knew that “feelings of dissatisfaction, envy and hatred” were engendered in any of our minds, but contrariwise, feelings of rejoicing that the glory had gone to a *true son of the soil*,” and that true merit had found its reward. I have stood there in the Hall of the Faculty of Arts, and beheld rich Bursaries, some tenable for even three years, publicly competed for by whole hosts of students, the very first of their day, and I have seen the successful competitors congratulated and fêted by the unsuccessful, with a joy too truly depicted on the countenance to be feigned. I have stood in the ante-room of the Hall of the Faculty of the Advocates, and I have beheld the “plucked” and rejected candidates for their gowns, come forth with the quivering lip, with the sunken eye, with the utter prostration which proclaimed them almost broken-hearted men; but I have looked forth once more, and I have beheld them more than conquerors—swaying courts and juries by their legal lore, astounding senates by the thunders of their eloquence. But why multiply examples? The same God created us all, and He created us with like feelings and like sympathies in each hemisphere of the globe. We can perfectly well remember, as if it had happened but yesterday, all the shame, and the sorrow, and the sickness of heart experienced by us when defeated at a public school examination, and we believe that all unsuccessful competitors will, in similar cases, experience precisely the same feelings. But then *this* (if we may use the term without irreverence) is a Godly sorrow—this is not a sickness unto death. This is the very feeling we wish to excite, this is our grand aim in view. The prize system would be worse than useless, it would be an utter failure, did it excite no feelings of this kind—did all remain dormant and inert. But then, we believe the youthful mind and the youthful spirits to be buoyant in the extreme; we believe that the unsuccessful will again rebound with life and with glee, that they will struggle onward, ever on, that they will redouble their exertions to outstrip those who upon former occasions outstripped them, and while there is life left, cry *Never despair!* We believe that if any ever *do* yield to despair, the fault will lie, not with the hopeful pupils, but with ignorant parents and misguided friends (as in the examination instance formerly alluded to) who, instead of gently chiding them for their want of punctuality, good conduct, diligence and proficiency, and kindly encouraging them on to redoubled exertions, wickedly instil into their little minds the most deadly poison, and by the most unseemly insinuations lead them to believe that they have been unjustly dealt with. But even if the alleged dissatisfaction does sometimes exist, about the distribution of prizes at a school examination, and if envious murmurings *do* sometimes arise upon the parts of negligent pupils and their ignorant and misguided friends, the plain answer is, that—If the distribution is decided fairly by the marks regularly recorded by the teacher, for punctuality and other excellencies on the part of the pupils; and in those exercises where no marks are recorded (such as penmanship, elocution, composition, &c., &c.) then by a committee of judges chosen indiscri-

minately by the parents themselves, there is, in point of fact, no *just* ground for complaint; and it is ridiculous in the extreme, it is perfectly *monstrous* to maintain, that because some one or two discontented ratepayers in each school section must snap, and snarl, and growl, because the undeserving children come not home laden with prizes, we must, on that account, refuse all rewards to the industrious and the deserving; that, because some one murmurs and imputes unworthy motives, we must sacrifice all to please him; and because of alleged "dissatisfaction," preserve for ever, without distinction, the dead level "between the diligent and the idle, the regular and the irregular, the obedient and the disorderly."

XXVIII.—COUNTY OF NORFOLK.

79. *James Covernton, Esquire, Charlottesville.*—The progress of the Schools in this Township, has not been as satisfactory during the past, as through several previous years; although the attendance has slightly increased. Several causes have combined to retard the work of the Schools—some of them of a nature not likely to occur again. It will be seen that all the Schools are in effect Free, although in one, where there is but very little property of an assessable character, the heads of families volunteer a trifling monthly payment. As the system of Free Schools is now nearly universal, and is sustained by a large contribution, by owners of property, not always *directly* interested in the welfare of Common Schools, it is very important that all drawbacks and hindrances to the thorough and complete success of this system, should be fully considered and provided for. An absolutely *compulsory* clause might not meet with the favour the occasion requires; but I venture to suggest that some means should be devised, that would have the effect of compelling the children, for whom our well appointed Common Schools are provided to attend regularly (except when prevented by sickness), for a certain period of the year, (say six months) or of obliging parents, that tolerate the frequent and inconvenient absence of their children from School, to pay to the School Trustees a sum of money per week or month that would be *more* than commensurate with the Public money lost to the School by such irregular attendance. The School register would show the extent of absence of each pupil during any given period. It is freely argued, and I think justly, by considerable rate payers; "we have acceded to the popular wish for improvement in education—have borne the cost of erection of superior School Houses, and of the employment of excellent Teachers the year round, in order that the *whole* rising generation might enjoy the great benefit that a sound education is calculated to confer; but we find the average attendance does not increase with our increased outlay, and that a necessity arises either for enforcing the public designs in this matter, or of averting from us all the expense irregular attendance occasions." The expenses of the School are of a fixed nature, but greatly diminished by constant attendance of Scholars. I have only glanced at the pecuniary aspect of this question, which is by no means the most important, for it is notorious the best efforts of meritorious Teachers, are incessantly marred and rendered almost nugatory by irregular attendance of scholars at School. The intended legislation of the House of Commons last Session, on the Common School Law, necessarily aroused much interest with all our ratepayers. In the Township, it was considered from two points of view, that were deemed unfavourable to some of its propositions. It was argued that it would *indirectly* at least materially increase the expenses now sustained for supervision, and would in some respects abridge the power of the people and increase that of the officials. It is to be hoped that in any new measure that may be proposed for the amendment of our existing School Law, care will be taken to allay apprehensions of materially increased expense on this matter; and the jealousy of feeling that the bare apprehension that the *people's authority* was to be abridged, has aroused.

80. *John Phelan, Esquire, M.D., Walsingham.*—The cause of non-attendance, generally is either extreme poverty of parents or their ignorance or indifference. In one instance, a large number of children, perhaps half of the school population, did not attend school in 1869, because the section in which they lived, was abolished by being divided between two adjoining sections—anger and spite here were the causes. The municipal council, however, on my recommendation, has re-established the section, and now I am glad to be able to say, the children are almost all attending school. The *Journal of Education* is

received, and read generally, and I am sure with advantage; if it was made the medium of communication, with Trustees and Superintendents, on all questions of law, like the law Journal, its usefulness would, I think, be much increased. I and others could refer to its pages for information, instead of writing to you, and you would not be obliged to answer the same questions over and over again. Libraries in this township, are mostly Sunday School Libraries; the books are generally covered, numbered, well cared for, and better still, in many instances, constantly read; and I am confident are gradually but surely begetting a taste for reading. Our Sunday Schools are all flourishing, and are becoming popular, even with those who take no part in them. They are all non-denominational. I have on every opportunity impressed upon parents and trustees alike, the fact that it is their duty as well as their interest, to visit the schools under their care, or where their children attend, and thus offer some encouragement to teachers and children both. The number of my visits marked on my Report, will show with what success. While alluding to this subject, I am sorry to have to remark that Preachers, as a body, do not seem to take any interest in our Common Schools; a visit by a minister being the exception and not the rule.

XXIX.—COUNTY OF OXFORD.

81. *A. J. Campbell, Esquire, M.D., Blandford.*—The interest which the inhabitants of this Township, take in the education of the young, is manifested by the fact, that not one male teacher in all the Township, is paid less than \$400 per annum. We feel disappointed in common with many more, at the fate of the proposed "School Bill." It is a great pity that eleven men, and talented men too, should allow their factious feelings to overcome their wisdom, enslaving to partisanship their power and influence for good. Our schools will never be what they ought to be, until the present system of Local Superintendents is entirely abolished, and also some means employed to secure better attendance at our schools. You will see by my Report, that for every 10 that attends school, 1 remains at home, and the universal reason given is—"indifference of parents."

82. *The Reverend W. H. Landon, Blenheim.*—The information I have been able to collect, I think fully justifies me in speaking in favourable terms of the schools of this Township, which, I apprehend, would compare favorably with the schools of any other Township in the Province, which like Blenheim, is almost wholly rural. Twelve of the fifteen male teachers, hold either provincial or first class County Board Certificates, and of the rest none are lower than second class. Twelve out of sixteen schools were kept open the whole year, and the average of the whole is more than 11½ months. Fourteen of the schools are free, only two putting any charge upon attendance. Three schools employ assistant female Teachers, and only one is wholly under the charge of a female. About six of these schools I consider superior, and the rest, except one, are, perhaps quite of average character as compared with other county schools. As respects results, the following branches in most of the schools, are well and thoroughly taught—viz: Writing, Grammar, Arithmetic, and the other Mathematical sciences, as far as attempted. In reading, I am sorry to say, the success is not so satisfactory. Too many of our Teachers seem satisfied with a class that can readily pronounce the words of the lesson without difficulty and without hesitation, even though no attempt is made to express, or even to comprehend the meaning or the emotion intended to be expressed by the author. I have not failed to call the attention of the Teachers to this defect, and I trust not altogether in vain. The results in book-keeping, I have also found to be far from satisfactory. Too much reliance seems to be placed upon a few examples, and too little effort is made to unfold the theory and to explain the far reaching objects of the science. I fear also, that the benefits resulting to the young from the study of Geography and History, as taught in our schools, will be very limited. The teaching depends too much upon placing the hard facts of the sciences before the pupils, and entrusting them to the custody of the memory alone, without the aid of the intellect or the emotions. The same remarks are far too applicable to the methods of teaching the natural sciences. In the pursuit of these latter branches, it might be supposed that it would be easy to evoke enthusiasm in the young; and to enlist the esthetic faculties. But I have seldom seen any attempt made in this direction. The Teachers, I fear, generally confining themselves to the prescribing of the lessons and hear-

ing recitations. The number of children in the Township reported as "not attending any school," is 168, not a very large number for so large and populous a township. Still it is too large, and we naturally wish to know the reasons for their non-attendance. In several cases no reason is given. In one case poverty is assigned for the non-attendance of 5 children; in another case a large number are kept at home "*to work*," and "indifference" of parents is stated another reason of the absence of all the rest. The examination and classification of Teachers by the County Board, are conducted according to regulation and by printed questions. One school (No. 6), has commenced making a collection for a museum, and has a considerable number of specimens, chiefly zoological, but there are no suitable conveniences on the premises for arranging or greatly enlarging the collection. No school has a magic lantern, or any other fixed means of affording amusement to the pupils. There is a Township Library, which is very little used. Besides this, 7 schools report Section Libraries, but in only one do they seem to be much used. Of course they can be exerting no very useful influence. I am unable to assign any plausible reason for this great apathy, especially in those sections where there are no Sunday School Libraries. When I remember with what avidity, when I was a lad, and books were scarce, I seized upon every volume I could either buy or borrow; and with what pleasure I devoured its contents I am amazed when I see intelligent lads and young men pass by piles of them without taking the trouble to turn a leaf. To me it is altogether mysterious. According to my experience and observation, the judicious and timely distribution of prizes, always exerts a good influence, and this view seems to be held by the Trustees who have replied to the question. As to the influence exerted by the *Journal of Education*, I might repeat nearly all I said above in connection with the libraries. Among the Trustees and people its influence is nil, because it is not read. Why; I am unable to say. While acting as a Trustee of the Local School here several years ago, I could seldom induce my co-Trustees to take it home to read; and more strange still, some choice articles which I would mark for the Teacher, bearing directly upon his duties or his interests, I had the mortification to find were not read, or not appreciated. However, I think it is more generally read by the Teachers and with benefit. A gradual improvement is taking place in our school-houses, though no new ones were built last year. We have several buildings which afford one good room with suitable furniture and apparatus for teaching. There are two or three with tolerable class rooms in addition. Most of them have some other space around for play grounds, and all are furnished with privies. One great defect, however, attaches to all of them—there is no provision made for winter ventilation, except by opening the windows, or valves in the ceiling, so that all ventilation must be at the expense of warmth and at the hazard of chills and colds. On the whole, however, though there are still so many things to report, I cannot but speak in terms of high satisfaction at the state of popular education to which we have attained. Having been more or less intimately connected with our schools as Teacher, Local Superintendent, or Trustee, for nearly half a century, (having first taught a school in this Township in 1824), I have had a better opportunity than most, for marking the advancement that has been made, and my retrospect of the past, yields great satisfaction as to the present, and inspires me with the highest hopes for the future. I cannot close these remarks without expressing the regret I feel—a regret which I believe is shared by nearly all the real intelligence of the country—at the failure of the Legislature to pass the late School Bill. Though imperfect, perhaps in some of its details, it would undoubtedly have still further advanced the character and efficiency of the schools. I hope that at the next session, the Government will bring in a good bill, embracing many of the features of the last, and exert their whole influence to pass it, irrespective of the carpings of those persons, who, though they have never devoted a single day to the study of the subject, assume the right to decide against the highest professional and practical wisdom.

83. *The Reverend William J. S. Stitt, Norwich North.*—The general regulations with regard to religious instruction are not attended to. The attendance is very irregular, and the number of children who do not attend any school is very great. There is a growing feeling on the part of the community in favour of a compulsory clause being inserted in the School Act to reach this class of children. Take, for instance, the Village of Norwich, where I reside, the total number of children of school age is 264, whilst 53 of that

number never enter the school-house. The programme for examinations, I believe, is generally observed. The examination questions are printed. The *Journal of Education* is neither appreciated as it ought to be nor much read; not even asked for unless in a few cases. The annual and semi-annual reports are not carefully filled up by the teacher and Trustees, and the manner in which they are generally filled up evinces either gross ignorance, or culpable carelessness.

84. *R. A. Janes, Esq., Oxford West.*—I am pleased to be able to report our schools in a prosperous condition. Some of our best teachers left during the year—the change and loss of time have hindered the progress of those schools materially. I have but few children to report for non-attendance. There always will be a few indifferent parents scattered through all our school sections, who take no interest in the education of their children, no matter how convenient the school-house or competent the teacher. These I fear will only be reached by compulsory attendance. Some of our sections are badly arranged, the school-houses being at too great a distance for small children to attend—these are the causes of their non-attendance. Prizes were distributed in nearly all our schools, and the effect has been marked in increasing the regularity of attendance, the interest of pupils in their respective studies, and particularly in influencing the parents to be present at all the examinations—thereby increasing their interest in the education of their children. The *Journal of Education* has been regularly received with but few exceptions. The ability with which it has been conducted has won for it the high appreciation of all our people. This is illustrated by the following:—One of our Sections (No. 8) did not receive it. They applied to me and afterwards wished me to write and notify you of the fact—for said they, “We do not wish to be without it.”

XXX. COUNTY OF WATERLOO.

85. *W. J. Pasmore, Esq., M.D., Woolwich.*—Sections 1, 2, 3, 5, 7, 8, 10, 11, say that they think that there are no children in their sections who do not attend school during some part of the year. The others say that “indifference of parents” is the cause of their non-attendance, which I think is correct, as there are none in this Township who cannot send their children to school if they like. In the section in which I live—No. 1—there are no children who do not attend school. The regulations as to religious instruction are followed in Nos. 1, 2, 3, and 5 only, and the results are not startling. I think the “programme for teachers’ examinations” is observed and the questions are printed. But as I have attended one meeting of the Board, I am not as well able to answer this question as some of the other members. The library exerts a good influence I should say as No. 6 is the second best school in the Township, and more teachers have gone out from that section than from any other in Woolwich. The influence of prize distribution appears to have been good, though Nos. 4 and 6, our two best schools in the Township, gave no prizes this year. The *Journal of Education*, Nos. 2 and 3 say, they don’t receive;* Nos. 1, 3, 4, 5, 8 and 11 say they receive it regularly, No. 7 is not answered, No. 9 says, “No, they can’t read it,” No. 10 says, “Not very useful,” and No. 12, “Not regularly received.”

XXXI. COUNTY OF WELLINGTON.

86. *A. Dingwall Fordyce, Esquire, North Riding.* The schools have generally been well conducted; some, of course, much more so than others, according, in a good measure, as teachers have been engaged, or not, whose heart was in their work and who were possessed of teaching ability, tact and good feeling; or such as have merely gone through their work in a perfunctory manner, associating in their thoughts, with the stated duties of the school, some other pursuit or prospective employment—a course which in almost all cases, must prove sadly detrimental to the scholars. The number of scholars on the rolls has been 10,560—being about 600 more than in 1868—while the attendance in 1869, as compared with the previous year, has been larger during the first six months, but smaller during the latter six. I am glad to find a disposition in some cases to increase the remun-

*The *Journal* for Nos. 2 and 3 are regularly mailed to St. Jacobs. Any irregularity ought to be complained of to the Postmasters.

eration of teachers who have proved themselves truly efficient, and yet, in most quarters, too great stress laid on economy to the injury I believe in many schools, of both teacher and scholars. With few exceptions the schools have been kept open the whole year, there are a few cases where a different course, I conceive, is justifiable at the commencement, but scarcely to fall back to, after having got over it, except in very peculiar circumstances. During the year, two superior school houses have been erected, one in Section 5, Peel, (near Winfield) a handsome brick building, costing over \$1,000; the other in Section 8, East Garafraxa, on a different and more central site than the old school—a good frame building on a stone foundation. Besides these, the school house of Section 5, Pilkington, has been reconstructed, heightened and enlarged at an outlay, as appears by the Trustees' expenditure of over \$650. Other items of outlay of the same kind in the Report have reference to instalments on improvements effected during former seasons. A new school-house has also been built in East Garafraxa in a recently organized section reported as No. 12, where school was opened in the beginning of this year. I regret to say that, in one case, that of Section 11 in the same Township where the attendance has been very large and the school accommodation of the very poorest description, the conclusion was come to at a special meeting held lately, not to build this year. The house is one of those which—had the amendments to the school law been carried out—would necessarily have been condemned, as altogether inadequate to the requirements of the section; if not positively injurious to the numbers assembling from day to day. There are a good many other school-houses I am sorry to have to observe, whose day of grace has been extended from the same cause. Steps will shortly be taken for the erection of a school house in Section 5, Arthur, which has now been detached from Mount Forest, with which village a union has existed for some years. A school was opened last July in a new Section in Amaranth (No. 7.) The Township of West Garafraxa has remodelled its sections. In consequence of this division, it has been found necessary to have a different site for the school in Section 6, East Garafraxa (late 2 Garafraxa), and the contract is shortly to be let for a new stone school house. In section 5 Minto (Harriston Village School) I observe with satisfaction that an Assistant Teacher is now employed in other premises—the school house being quite too small for the attendance, and in fact, it is simply impossible in schools such as this one, or those in Glen Allan and Drayton, Sections 2 and 4 Peel village schools, with additional country attendances, for any one teacher, no matter how diligent or able, to do justice to the scholars. In the Salem School Section 5, Nichol and Pilkington, besides the efficient male teacher, two female assistants are employed, and all, I believe, have quite enough work on their hands. From what I learn, there seems to be doubts entertained of upholding the school in Section 6, Pilkington—where, for some years a struggling existence has been maintained—the few Protestants having to contend in doing so, against the drawbacks of a Separate School on either hand, one in Pilkington, the other in Nichol—comparatively few of the Roman Catholics in the Section keeping up their connection with the mixed school. By degrees I make no doubt, it will be quite possible to get your wishes fully carried out respecting the new Text Books of various kinds. While, in the Report, you may find in most cases, the reading books in use, designated as *National*, I believe it is almost invariably the new Canadian series that is meant. A few of the old *National Fifth Books* may be used with the other, on account of the lessons in Ancient and Modern History. The new *Elementary Arithmetic* (Smith & McMurchy's) of course has not yet had time to get introduced. It is only mentioned, I think, in two schools, and I fear, in many schools in the remote Townships where Sangster's small work has only lately got a footing, the introduction of any other this year will be almost, if not wholly, impracticable—the people having sustained very serious loss through the early frosts last season, and the straits to which many have consequently been reduced. I am not aware whether it is intended that Lennie's Grammar should be altogether superseded by the new one (Davies') or whether both may be employed, but the latter is getting gradually introduced, although 64 schools are yet reported as using Lennie, only 12 Davies, and 4 the two together. A few stray copies may be found of books not strictly authorized, such as Carpenter's Spelling Assistant and Campbell's Geography, but the number is comparatively small, and not increasing. I presume there is no objection to the use of Edwards' Summary of English History, where the scholars are scarcely ready to use Collier's or White's, or any

work of that size. Prizes appear to have been given in 41 schools, while 50 report giving some, but as only 29 schools are mentioned in the Financial Report as having outlay for this object, some must be included generally in other disbursements. Thinking as I do that more good than harm will in almost all cases follow a judicious distribution of prizes I regret that more schools do not avail themselves of the opportunity for procuring them. I do not know but that in all cases it would be best for the teacher to assign them by his record of standing—not leaving out of such a calculation prizes for reading, as commonly adjudged by visitors at a public examination—such a mode of deciding losing its supposed interest in its tediousness, and in probably the great majority of cases not leading to the really correct decision. I cannot help likewise regretting that under my superintendence there is not a greater desire to possess libraries, such as can be procured from the Educational Department, or to replenish those which have been procured a good many years ago. There are only 27 Sections that report having libraries of this kind, and nearly half of these are to be found in the Townships of East and West Garafraxa, while the large Township of Maryborough with its 16 schools, 1,600 scholars, has not so much as one. True, this and other Townships may have Sunday School Libraries, and these may be excellent of their kind; but that varied description of reading, so useful and so necessary, cannot naturally be expected to be found there, and such as your Department provides. I cannot too highly approve of your instituting enquiry commenced last year, as to the outside convenience provided for the scholars, of which there is such a deplorable lack, accompanied by such unaccountable indifference. It is my intention wherever the want exists, to draw special attention to it by a strong remonstrance in the Visitors' Book of the school, where I have not the opportunity of impressing the propriety of attending to it on local authorities. The report is rather fuller than the former year in respect of Sunday Schools. In 1868—the first year you drew attention to the subject by way of query—46 schools were reported under my superintendence, with 308 teachers, and 2,423 scholars, while for 1869 the number of schools reported is 75, with 379 teachers and 2,929 scholars. If however we should add to these, several schools which appeared in 1868, but have been omitted in 1869, we should find in all, 79 schools with 451 teachers, and 3,395 scholars: The account could not even then be looked on as by any means complete, and yet, the result shown in some instances is highly gratifying; for example, the Township of Amaranth has Sunday Schools in all its Common School Sections but one, which was only organized last year; and in the extensive Township of Peel there are only 3 School Sections that do not report having Sunday Schools; and one of these, I am aware, had a Sunday School a few years ago; and for ought I know, may have it still in operation. You will notice that about 60 schools report not having the Time Table or General Rules hung up—most likely do not possess them. Were you to send a supply for these schools through me, I should have pleasure in distributing them where they are needed. Unless there is attention to such rules as these, there can be no well ordered school, and the teacher may be aided by pointing to them as well as inculcating their lessons, for in doing so, and unless there is a carefully laid down plan of teaching so as to economize the time at the teacher's disposal, much of it must be squandered, various classes will suffer, blame will be attached to the teacher which might be avoided, and far less satisfactory results in all respects will be obtained. The number of schools open the whole or greater part of the year has been 103—in 76 of which the Bible is reported as in use, and in 87, prayers used either at the opening or at the close of the day's exercises, or both. During the year I prepared and circulated in printed form among the schools under my charge over 1,800 copies of a lecture on activity in school matters, and this is what is acknowledged whenever the Local Superintendent in the Statistical Reports is credited with lectures. Unlike two previous distributions, no charge whatever was asked or received for the copies thus circulated. Most would not have grudged in the very smallest degree the trifle towards re-imbursement outlay of this kind, but some grumblers are always and in most places to be found, from whom it is perhaps prudent to remove any occasion for taking exception. Your enquiry as to whether the *Journal* is useful to the Trustees has elicited a variety of replies; where expressed in few words I have given them in the Report; a few shorter or longer, which convey more meaning, perhaps, I shall notice. One says it is "very useful," another that it is "very useful," one that it is "not useful," another that it is

"not very useful," while another says that it "certainly is useful." One says "it might be useful," another, that it is more useful to "the teacher than to the Trustees." One goes the length of explaining, that "it is not useful as at present conducted," one that it needs improvement in editing"—while another asks the question "who is to judge of its usefulness." I give these expressions of opinion simply as I find them. Most certainly there is very much valuable matter contained in every number of the *Journal*. Whether it might be rendered more popular by some alterations in the arrangement or by somewhat greater variety in the articles is not for me to say. I only wish some of the critics, whose remarks I have noted, would themselves become your correspondents, and help to render the *Journal* such as they could give unqualified commendation to. I believe some of them could really do something in this way to render it more popular and more coveted, than with all its real merits it perhaps now is.

XXXII. COUNTY OF GREY.

87. *Charles Gordon, Esquire ; Derby, Keppel, Sarawak, Sullivan, Sydenham.*—In too many cases the Trustees are utterly unfaithful to the duties pertaining to the office ; in more than one instance, where I had to attend to complaints, I found the Trustees had their affairs in such confusion that it seemed to me a wonder they got through as they did. You will perceive by the Report that the average attendance during the first six months of 1869 was much larger than during the remainder of the year ; there is no doubt the extremely wet season, and consequently, in some places, almost impassable roads were the—although not the only—cause. The regulations with regard to religious instruction are followed, and as a result the Roman Catholics seem to feel there is no necessity for Separate Schools. In more than one instance the Separate School teacher has declared a preference for the Common School. The programme for County Board Examinations is observed and the questions are printed. There are no museums commenced in this district, the country is too new and the people too hard pressed to incur any more expense than is absolutely necessary. The libraries are conducted agreeably to the regulations, their influence is of a very beneficial character. The distribution of prizes is not so much practised as it should be, but the people always complain of the taxation : in those sections where prizes have been distributed the inhabitants generally express themselves satisfied that the money expended in the purchase of the books is well spent. Several of the Trustees and teachers have been complaining to me that the *Journal of Education* does not come to them regularly, and, indeed, in one or two instances complaints have been made of its not having been received at all.* Both Trustees and teachers have got to look on the *Journal* as of some considerable importance to them in the way of gathering information respecting schools and teaching.

88. *William Ferguson, Esquire ; Artemesia, Melancthon, Osprey, Proton.*—The review of educational matters in 1869 rather indicates some progress as regards the Fourth School District of the County Grey. Though like other rural districts much is lost by irregularity of some, and the non-attendance of others, yet the non-attendance is, I think, decreasing, and in most cases proceeds from distance from school and the poverty as much as the indifference of parents. I would suppose that some cases of inconvenience and hardship in the first case—distance—would be remedied by the adoption of *Township Boards* instead of individual *Section Corporations*, all the schools in a township being under a central control, pupils might thus attend the school most convenient. Besides, I find in some minds a suspicion existing that some teachers, in order to hide the fact of small attendance arising, in part, from their own want of power to render the schools attractive, seek to secure a larger share of the School Fund by falsifying the semi-annual returns to the Local Superintendents ; the Trustees, even if willing, are unable to do more than merely assume that they are correctly filled. Were all the Trustees in a township paid by Central or Township Boards, the suspicion might possibly be avoided. I do not think that the regulations in regard to religious instruction are attended to ; yet I do not imagine that the children attending our Common Schools are therefore uninstructed, as Sunday Schools are tolerably numerous, and stated religious (Sabbath) services within the

* The *Journal* is regularly mailed to all the sections.

reach of, and participated in by most. The programmes for the examination of teachers are all printed, and every exertion is made by the Board (within just limits) to secure an efficient staff of teachers for the schools. While a knowledge of the more advanced studies is deemed desirable, and is suitably acknowledged, a thorough acquaintance with the *practical* and more *essential* studies is made *absolutely* indispensable. Indeed, no candidate in whose papers five errors in spelling are found, can obtain a first-class certificate. No museum has been commenced, and but one school possesses a magic lantern. This school, No. 2 Melancthon, has also a pair of very fine globes, a good supply of maps, and an excellent library tolerably well read and kept. In Artemesia and Osprey there exist the remains of libraries obtained a number of years ago; they are now nearly worn out, but have already created a taste for reading in many youthful minds. The maps at one time supplied to their schools by municipal councils of these Townships, now but indicate what they were once intended to be. In a few cases prizes have been distributed, and in general with a good effect. In conclusion, there exists a strong attachment to our present school system, parties of various shades of politics generally agreeing to view it from rather a conservative aspect.

XXXIII. COUNTY OF PERTH.

89. *The Reverend J. W. Holmes. Blanchard.*—The schools generally are in good working order, in some cases, however, there is an indifference of parents manifested, and hence the cause of a good deal of non-attendance,—another cause is the demand at home for the labour of those children who are able to work. *Religious instruction and its influence, &c.*—It is impossible to say what the influence is, as the duty is attended to in most cases in a very careless and desultory manner, and in some instances not at all. *Museums, &c.*—There are none in connection with any of the schools—neither magic lanterns. It is next to an impossibility to convince the farming community generally of the value of these things. *Provincial Libraries.*—There are only a few in this municipality, and while there are some who avail themselves of the advantages, the masses do not appreciate the opportunity nor cultivate the taste for reading, and hence the influence is scarcely perceptible. *Distribution of Prizes.*—In only a few of the schools are prizes distributed, and in those cases, I think, the influence is decidedly beneficial—a good deal of that, however, depends on the wisdom and prudence of the distributor. The *Journal of Education* comes very irregularly to me and to many of the schools, and several have asked me the reason why, which, of course, I could not answer.* I think as far as it is received it is appreciated and beneficial.

90. *O. Ebey, Esquire, M.B., Ellice.*—I am sorry to be under the necessity of reporting that many of the schools are in rather a backward condition. They were all, except the Separate School, kept open for the whole year. There are no reports concerning religious instruction. The County Examinations are written and *viva voce*. There is but one school library in the Township and that I know to be in a very neglected condition, not having been used for years. There was a competitive examination of all the schools in the Township held in December, at which prizes, obtained at the Educational Department, to the amount of thirty dollars were distributed. The *Journal of Education* is generally reported as not being received. I must say that I myself have not received a single copy.†

91. *The Reverend William Doak, Fullarton.*—The Township of Fullarton is, upon the whole, well provided with school accommodation, although in some instances there is an overcrowding when the attendance is at the largest. The school houses are free from debt, with the exception of Section No. 6, where there is a debt of \$338. There is a deficiency in maps and apparatus, only one Section (No. 2) reporting a complete set of school apparatus. Prizes have been distributed in some of the schools, and with a beneficial effect in the way of exciting emulation and encouraging the scholars. The general regulations in regard to stated religious instruction are followed only in one school, but the result is not reported. There seems to be a growing conviction that, in the present state of things, what may be called "stated religious instruction" cannot be properly

* The fault in this case must lie with the Postmaster as it is regularly mailed each month.

† Your *Journal* is regularly mailed to Sebringville.

attended to in connection with secular training in the Common Schools, but that this deficiency should be met by the Sabbath Schools of the different religious denominations. The *Journal of Education* has been received, but its merits have not been very generally appreciated. The examination of teachers has been according to the programme, with printed papers, and their literary qualifications are quite equal to their situations. Several of the teachers have been re-engaged for several years in succession, and in these schools the progress is most marked. The schools are all free, and the reason assigned for non-attendance is the indifference of parents, which, happily, does not prevail to any great extent, as the necessity of a good education is becoming more apparent. Upon the whole the schools are in a satisfactory state, and the Trustees and teachers seem to be labouring together with a commendable degree of unanimity for the educational interests of the community.

92. *The Reverend John Fotheringham, Hibbert.*—Two years have intervened since I was Superintendent, and the schools continue pretty much as they then were in respect of efficiency, or I might say in some of them there is improvement. There seems a gradual advancement in the qualifications of teachers, arising I think from the greater number of candidates for the office, and the consequently greater strictness of the County Board Examination, as also from other causes in a less degree. There is quite as much room for improvement in the intelligent interest taken in schools by parents, Trustees, and Councilmen, as in the teachers. The people do pretty well in the expenditure of money, and in sending their children to school, but are far from giving due attention to the manner in which their children are taught and trained, and to the exerting of a stimulating, encouraging or restraining influence on their teachers. Public examinations are usually unattended except by one or two of the Trustees, and two or three others. Nothing has been done to provide libraries or museums. The Township, and indeed the County, is pretty well supplied with Sabbath Schools, which are receiving increased attention. The *Journal of Education* is regularly received by most of the sections. Some Trustees say it is useful and some say it is not. The fact of it not being useful proves to my mind simply that it is not properly used. Without passing judgment on the manner in which it is conducted, almost any periodical of the kind might be and ought to be useful to those engaged in the interests of education. The action of the County Council in the appointment of Superintendents has, in my judgment, been unfavorable to the welfare of the schools, inasmuch as they have been, for causes unknown to them, unless they be merely political, frequently changed. A Superintendent might acquire an interest and efficiency in his office by continuance therein, which he is not likely to acquire holding it for one year with the likelihood of ceasing from it the next.

93. *James Bourie, Esq., M.D., Logan.*—The present prosperity of the schools in Logan will compare favourably with any period of their past history. There are eight school-houses erected within the Township—one of which is brick, one log, and six frame. All these schools were in active operation when I visited them lately, and they appeared to me to be kept clean, were well ventilated, and sufficiently large to meet the growing wants of the Township for some years to come. Two of these eight schools are united with sections in adjoining Townships. The number of children of school age in the Township, reported, is eight hundred and thirty-seven, and the number reported on the school registers is seven hundred and twenty-six. This, at first sight, leaves a large proportion—over one hundred children—who do not attend any school. But this deficiency is more apparent than real, because, should the names of all the children of school age not appear on the school registers of 1869, it does not thereby follow that omitted children never attended school, or that they will not do so at some future time. I believe few youths could be found, who were reared in Logan that could not at least read and write. Of the eight teachers in the Township, five were males and three females. One of the former and two of the latter held first, and the other five second class County certificates. The highest salary among the male teachers was \$300, and the lowest \$270, average \$289. The highest female salary was \$270, lowest \$190, average \$222½, although these salaries would not be supposed to command the services of first-rate teachers, yet, I must honestly say, they all appeared to me assiduous and efficient in the discharge of their duties, whilst their schools exhibited the most orderly conduct, and a very creditable proficiency in the different

branches taught. On the whole, I think the schools of this Township are in a prosperous and healthy condition, whilst I have good reason to believe that a growing appreciation of the value of education very generally prevails among the people of this Township. I have spoken with most of them about school matters, and have generally heard an expression of satisfaction with the schools, whilst some expressed a willingness to submit to additional imposts, rather than their schools should suffer by the employment of inefficient teachers. This shows the existence of a spirit from which future improvements and excellence may be safely predicted. No museums or magic lanterns exist in any of the schools of this Township, whilst I regret to say that only two small libraries have been introduced. This omission will be remedied, I have no doubt, as the means of people improve. The regulations regarding religious instruction and authorized books are observed. I regret that no prizes have been distributed, as I think these stimulants to the exertions of the pupils—I trust to see them more generally in use before long.

94. *The Reverend Peter Musgrave, Mornington.*—I feel pleasure in reporting that the schools of this Township, considering its newness, are very hopeful, the old log houses are gradually disappearing, and neat, substantial structures taking their place. By the aid of the rigid examinations of the County Board, our teachers are by common consent, improving greatly. Little is done as yet in the way of libraries and prize books. The time for such desiderata it is hoped will soon arrive. A very large proportion of the children attend school for a longer or shorter time. The reason of irregular attendance is found in the pressure of rural occupation in summer for the older, and the rough weather, and bad roads, and distance from school in the case of the younger in winter. The cause of non-attendance given is usually indifference of parents, no doubt truly enough. Proximity to school in large schools being impossible except to the favoured few. No advantage is taken of the regulation regarding religious instruction in the schools. The County Board Examinations are conducted almost exclusively by printed questions, and are thorough.

XXXIV. COUNTY OF HURON.

95. *The Reverend William Barr, Ashfield.*—The majority of the schools under my superintendency are steadily advancing in educational attainments. There are others, however, of which I cannot speak in such flattering terms, for there is little or no progress being made. And now, after the experience of some years in this business, I am of opinion that parents are much at fault in this matter, as well as the incapacity of teachers. There are parents not a few, who seem to have very little interest in causing their children to take advantage of the educational institutions of the country; and nothing will bring such parents to a sense of their duty, but a compulsory measure passed by our Legislature, and incorporated with the existing School Law. And now with respect to teachers—I am of opinion that they should, as a matter of necessity, be required to attend the Normal School of the country; and from this department be furnished with certificates to teach. Thus there would be a guarantee that our teachers were properly qualified for guiding and directing the studies of the youth committed to their care. As matters now exist, a great many young lads leave the Common Schools to appear at our County Boards; and because they can answer the questions given them with tolerable exactness, they are furnished with certificates to teach others, while they themselves are yet destitute of that mental training, and that tact in imparting instruction to others, which are so essential to the efficient discharge of their duties. These, then, are the two causes which, in my opinion, above all others tend to militate against that progress in many of our schools, which is so desirable; and which, as soon as practicable, ought to be remedied by the proper authorities.

96. *Thomas B. Stokes, Esquire, Goderich.*—Most of the schools have, during the past year been well attended, and, with two exceptions only, are progressing in the various branches very satisfactorily. In reading, grammar, dictation and arithmetic, there is a very marked improvement; while in writing, geography, history, &c., &c., the progress is not so great, there is, nevertheless, no cause for complaint. The attendance of the half year ending 31st December, 1869, is in excess of that for the corresponding half of 1868; and had it not been for the very severe drawbacks which some of the schools met with

through the sickness, and consequent unavoidable withdrawal of numbers of pupils, the attendance would have much exceeded that of the corresponding half year. The attendance of the whole year, notwithstanding its many disadvantages, is also somewhat larger than that of the previous year. The cause of so large an apparent "non-attendance," I am happy to say, is not wholly, or to any great extent, attributable to "indifference of parents," but principally to the very tender age of the great majority of the "non-attendants," and who, though deprived of the privilege of attending school, receive the initiatory at home from the elder branches of the family. I am sorry to find so few libraries in the township, but I hope to prevail on the trustees of the lacking sections to introduce libraries at an early date. The *Journal of Education* is received, and by most of the trustees and teachers, read, and that with profit. There are no *third* class teachers in this township, and only *one* second—the teachers are for the most part of a superior class.

97. *The Reverend William Price, McKillop.*—There appears to be a general interest of a deeper and more permanent character taken in educational matters in the township, I should judge, than at any former period. Evidently the distribution of prizes exerts a beneficial effect, from the thoroughness indicated by the competing pupils, and absorbing interest taken by all engaged, it was plain that could every school be induced to exert itself in that direction, it would tend greatly to their advantage. We must patiently labour in hope, trusting that the time will soon come, when all will see the propriety and advantage of that course. The *Journal* by many is prized, but surely not beyond its merits; some I know would consider it a calamity should it be stopped. A certain class, both of teachers and trustees, are far too indifferent about it, for their own and the good of others. You will see that there is but one general library in the sections, but in many respects the attendance is more regular, and knowledge more widely diffused. We have no museums, &c. The general religious aspects of the township are pretty fair, Roman Catholic and Presbyterian forming a large part of the population. At present some of the sections are very large, the county being comparatively new, it is impossible for the younger children to attend, and at times the elder do so with great difficulty.

98. *The Reverend Hamilton Gibson, Stanley.*—The schools under my superintendence in this township are still in a progressive and satisfactory state. Ten, out of eleven schools, have first class teachers, who are all efficient, and doing a noble work in their several departments. This gratifying state of things is to be attributed, in no small degree, to the fact that our School Trustees are impressed with the necessity of employing only thoroughly qualified teachers, and the schools here are now reaping the benefit of their wisdom. In the trustees' reports the answer given as to the cause of non-attendance, is the indifference of parents; but the causes of non-attendance are, I think, various: indifference, no doubt, prevails, in some cases, poverty, distance from school, the badness of the roads in some sections, need of assistance at home as soon as the children can be of any service—all these operate as obstacles in the way of regular attendance. A compulsory law, would, I think, be a decided improvement. In six of our schools prizes were given during the past year, and with very beneficial results—a marked improvement, both in the attendance and diligence of the pupils has been observed, and, so far as my knowledge goes, the prize-giving system is gradually gaining ground in the schools. We have only four libraries connected with our schools in the township, the beneficial influence of which must depend very much upon the teachers themselves, who are generally the librarians, but I regret to say, that so far as I can learn, few comparatively of the books are read. The revised programme for County Board examinations is observed, and the examination questions are all printed. As it has been the great object of this County Board for a number of years to elevate the qualifications of teachers, the examinations have been conducted with greater care and strictness at each successive meeting, especially in fundamental and essential branches—for this purpose the questions are all carefully prepared by each examiner, and then submitted at a meeting of the Board for criticism before they can be approved of. I may also add, that none of our schools have yet commenced a school museum of natural history or botany, nor have any of our schools a magic lantern or other scientific amusement for the pupils.

99. *The Reverend J. S. Eakin, B.A., Tuckersmith.*—The regulations in regard to

religious instruction are generally followed, but with what results I can scarcely say. No school in this Township has a museum. No school is provided with a magic lantern. In three sections, the library books are both covered and numbered, in one section they are only numbered.

100. *J. S. Tennant, Esquire, M.D., Wawanosh West.*—The schools in this Township are all in a flourishing condition. The pupils in School Sections Nos. 1, 2, 3 and 4, seem to appreciate the instruction imparted to them by their respective teachers, three of whom hold first class certificates from the county Board. The trustees in this township, have very justly discarded third class teachers, none but first and second class being employed. The cause of non-attendance, may be attributed to the pupils living a great distance from school; bad roads, value of labour, and in some cases, indifference of parents. The authorized books are generally, almost exclusively used. In one or two cases, teachers have a partiality for some particular book, reading or otherwise, but not sufficient to disturb harmony. The examinations for certificates at the County Board are printed, and the desire with the members of said board, is to raise the standard of education. The *Journal of Education* is regularly received by the trustees, but is little appreciated, the teachers being almost the only persons in the township who read it. It may, therefore, be said to be of little value to the people in the section. The Trustees' Annual Report in many instances, is very imperfectly filled, the answers being very unsatisfactory.

101. *John Eckford, Esquire, Brant.*—Persons are apt to form too favourable an opinion of anything in which they have a special property, but I have taken the utmost pains to ascertain the actually existing state of those schools, comparing them also with others in other counties which I occasionally contrive to visit; and my conviction is, that as a whole, they are in a prosperous condition. Owing to the respectable salaries offered, and the faithfulness of the Board of Public Instruction, we have many excellent instructors, and inferior and incompetent ones who occasionally turn up, soon disappear. It is unnecessary to dwell upon the modes of tuition—the mental training, and the pains taken to impart a thorough knowledge of what is professedly taught. I may remind you of what I think I noticed in a former letter, that the less experienced and skilful teachers continue to profit much by the provision made for visiting other schools. I find that in such cases they generally select the best school. A few weeks ago, I attended the public examination of a school conducted in all its departments with singular ability and success, and was delighted to see ten teachers present, taking a very deep interest in the work. A few words in reply to questions to be answered in this letter. The answers of Trustees to questions regarding the receipt and usefulness of the *Journal of Education*, were unusually full and particular. It is generally received, and in a great majority of cases, highly valued—some speak of it in such terms as prove they but imperfectly appreciate its merits, and a very few attach no value to it. These are the parties whom it does not reach, simply because they do not enquire for it and take it from the post offices. The general sentiment is, that the Department should be encouraged to continue its publication with every possible improvement. The Scriptures are read at the opening of the schools, and in some cases at the close. Prayer and reading the Scriptures, are only omitted in schools where there is a mixture of Protestant and Roman Catholic children. The purely Roman Catholic Schools of which we have a number, are all opened and closed with prayer. Very few of the ministers of religion, visit the schools, but I think all of them with the assistance of members of their congregations, are labouring by Bible classes and Sunday Schools to impart religious instruction. In one way and another much good is done. The libraries where they exist, are valued by many, and are beneficial in the localities. The additions made to them are not great—I find, however, that all the books purchased both for the libraries and for prizes are not from the Department. Some have been obtained elsewhere notwithstanding the 100 per cent additional to purchasers. Sabbath School Libraries are becoming numerous, and much interest is taken in them. A few only are reported, for I only named those given in the returns. It is certain that more than half of those in existence are unnoticed.

102. *Addison Worthington, Esquire, M.D., Howick.*—There is considerable improvement in educational matters during the past year in this Township. The causes of non-attendance are, in most instances, distance from the school house, bad roads, and the

tender age of pupils, making regular attendance on the part of children of the youngest school age, almost an impossibility. The regulations in reference to religious instruction are very well observed—with the exception of four, the schools are opened and closed with prayer. Examinations are conducted entirely *viva voce*, and a growing interest is manifested by the increased attendance of parents. Examinations of candidates at the County Boards are practical and thorough. The questions are prepared and submitted to the Board for revision, if necessary, and then printed for the succeeding examination. No school has, as yet, commenced a collection of any kind, and no magic lantern, or other source of amusement or scientific instruction, is made use of. My report in reference to school libraries is the same as last year's. The condition of the books is good, and the limited influence beneficial. It is to be regretted that more attention is not paid to school libraries—that the people will not secure the advantages presented to them, of acquiring a thorough appreciation of the benefits derivable to themselves and their children. The *Journal of Education* is read, and the effect is uniformly good. Of school houses there are ten log, four frame, and one brick. The brick school house was erected last year in the village of Wroxeter (School Section No. 14), is well furnished, and seated for 120 pupils. More than this number are often present and an addition to the building will soon have to be made, and more teachers employed. A frame school house is going up in the village of Gorrie, School Section No. 7, capable of accomodating 150 pupils, and will be finished in accordance with the latest improvements. These will doubtless be followed soon by others in the Township. The teachers, on the whole, are more efficient this year, and are paying more attention to reading and spelling—branches hitherto quite neglected except in two or three instances. Since the introduction of simplified text-books on grammar, more interest is taken in its study, and in my next report I hope to be able to say more than I can now. The proficiency in geography is all that could be wished. Arithmetic is not as well taught—teachers do not use the black board enough. History, in some sections, is most thoroughly taught, in others scarcely at all. There are but two or three teachers in the Township who understand book-keeping sufficiently to teach it. Vocal music is gaining some ground, and I hope soon to see a revised programme of examinations containing vocal music as one of the qualifications. In visiting the schools I have found it best to address the pupils extemporarily, and have made it a point to do so at nearly every visit, and take opportunity at soirées, picnics, &c., to give public lectures. People will not leave their work to hear a lecture on education. A new Union School Section has been formed by the Reeves and Local Superintendents of the Townships of Howick and Carrick, to take effect on the 25th December next, and there is a feature in the matter worthy of notice, which, I think, calls for legislative interference. Real estate in Carrick is assessed very much higher than in Howick, making property of the same value in Carrick, to pay nearly double the taxes for school purposes as that in Howick. Some method of equalization, I think, should be sought.

XXXV. COUNTY OF BRUCE.

103. *De Witt H. Martyn, Esq., Bruce, Huron, Kincardine, Kinloss.*—The remarks which I have to make upon certain questions in the returns will apply to all the Townships under my charge. There are not so many children as formerly, who do not attend any school. The reasons for this non-attendance are various; I give them in the order of their frequency, they are:—Indifference of parents, bad roads, distance from school, and poverty. The regulations with regard to religious instruction are not very generally observed; the results are not often reported, and not always favourably. The programme for the Board of Public Instruction is strictly followed, and the questions are printed. None of the schools in this district have yet commenced a museum of natural history or of botany, nor have any schools, magic lanterns or other scientific amusements. The library books are in all cases very well cared for, they are all covered, labelled and numbered. I am not in a position to speak with regard to the influence exerted by the libraries. Prizes seem in many cases, where judiciously distributed, to have exerted a beneficial influence, but in some cases I fear their influence has been in a contrary direction. The *Journal* appears to be pretty regularly received, but I fear its influence must be set down as nothing.

XXXVI. COUNTY OF MIDDLESEX.

104. *The Reverend James Donaldson, Adelaide.*—As this is the first year in which I have acted as Local Superintendent, I cannot state the amount of progress made in the eleven schools under my care, as compared with former years. In some of them, however, there has been very marked progress during the past year. Only in three schools are the regulations with regard to stated religious instructions observed. The examinations at the County Board are by written answers from printed questions. These questions are one and the same for the three classes, and students take their places according to the aggregate marks of merit attached to each answer. The Board has arrived during the last year at a higher standard of qualification, and each member has striven to deal fairly and impartially with each candidate. There is no school in this Township that has commenced a school museum for natural history, or which has magic lanterns, or scientific amusements for children. Six of the school sections have libraries in which the books are covered, labelled and numbered. In three of the schools prizes were distributed, but it does not appear to me that the results were beneficial to the real progress of the pupils. There are 96 children reported as not attending school. The reasons given are carelessness of parents, and in one case aristocratic feeling. In the latter case the children receive a home training, which their parents deem to be superior to a common school education. My duties as Local Superintendent have brought me into contact with the national system of Canadian education. I am happy to find that it is the very system for which Scotland has been pleading for the last twenty years, and cannot get. This shows legislation to be in advance of the parent country in these colonies. We have to complain of irregular attendance at school, and (in many cases) want of books—especially copy books, but hope to see this corrected during next year. We shall endeavour also to see that the clergymen of different religious denominations take a deeper interest in the Common Schools of the Township. The care of the young is an important part of our duty as ministers of the Gospel.

105. *The Reverend T. E. Sanders, Biddulph.*—The teachers employed for this year, (1870) I am glad to say, appear superior to those of former years, and I think reforms in scholastic matters are gradually taking place in this Township, which is certainly twenty years behind the present age. I trust yet to see a greater change in this all important matter, but where Trustees and sections are left to themselves, or to the very rare visits of a Township Local Superintendent; indifference, and a putting off necessary works will be the consequence; this shows the necessity of appointing competent County Superintendents, and until this is done, not much progress will be made in some Townships, particularly in those composed of the same material as this of Biddulph. I have felt I cannot do what I wish to do as Superintendent of Common Schools, and more particularly during the past year, a host of parochial impediments prevented me from even devoting the required attention to the schools. I felt I was in a wrong position, and I have resigned. There are some questions to be answered in the general remarks. I should say in sections where the school is free, the reason of non-attendance is perfect indifference on the part of parents, and allowing their children to do as they please. In sections where there is a Rate Bill, the 25 cents stand in the way. The regulations as to religious instruction are not carried out at all. I tried in a distant school-house to establish classes to meet on an appointed day at 4 p.m., for religious instruction, but the children appeared so worn out after the six hours of school duties, that I discontinued. The examination papers for County Board Examinations are printed, and most valuable time is saved. The distribution of prizes is gaining ground, and a very valuable stimulant it is. I generally endeavor to attend, and assist in giving prizes to the deserving, and the delight of those who are fortunate enough to obtain a prize is unmistakeable; though in some cases the whole school received. Four schools report not receiving the *Journal*.* I believe Trustees do not take the trouble to enquire at their Post Offices for this useful paper, if so, they prove themselves undeserving.

106. *J. M. Young, Esquire, London.*—I have great pleasure in recording a decided improvement in the schools of this Township since my last report. Trustees and people

* These are 4, 8, 9. R. C. S. S. They are regularly mailed to Elginfield, Whalen, Devon, and Elginfield.

alike, seem to be fully alive to the importance of a liberal education ; and a desire for a better class of teachers pervades the community at large. Two substantial brick buildings have been completed within the year, and two, if not more, are in the course of construction. The unsightly, dilapidated log building will soon be a thing of the past, as the handsome, commodious structure of more durable material is rapidly superseding it. In some sections I find it difficult to convince the inhabitants that a new school-house is necessary or practicable, owing to the repugnance, tenants—who form a numerous class—have, to be taxed for that purpose. They contend, with some show of reason, that owners of the soil should be liable for the whole expense of building, as a good school-house greatly tends to enhance the value of property, to the sole benefit of the proprietor. I shall briefly notice the questions not answered in my report. The programme for County Board examinations is generally observed, and the examination questions are printed. No school has commenced a school museum of natural history. There are no magic lanterns, or other scientific amusements for the pupils in any of the schools. The books are covered, labelled and numbered. The distribution of prizes exerts a good influence, as it tends to promote a healthy emulation among the pupils. With regard to the *Journal of Education*, I cannot say that its influence on the schools is beneficial, but Trustees generally report that it is useful to them.

107. *M. Forster, Esquire, Nissouri West.*—When I sent you my last year's report, I looked forward with considerable interest, to the time when the new Common School Bill should be introduced into our Legislature, and fully expected that ere this, a new era would have dawned upon our Common School system, and we have entered upon its important duties, but have lived only to see the original Bill as introduced, curtailed, emasculated, and finally withdrawn. We, no doubt, now possess an excellent school system, and if the spirit of the law were carried out fully, all might enjoy its privileges to advantage, and none need go hungry or thirsty, for lack of intellectual bread and water in this Province. I have endeavoured to deliver public lectures in different parts of the Township, and at the close of each, I gave the liberty to those present to give an expression of opinion with regard to some features of the new School Bill, and found that they were unanimous for free schools, about equally divided on compulsory education, and condemn, or remain indifferent in regard to other portions of the Bill. The lectures were mostly delivered at night, and generally well attended, but never well attended in the day time, excepting on pic-nic occasions. We held a Township union pic-nic at Thorndale on 25th June last, each section of the Township was duly represented, there were about 2,500 persons present. I am not prepared to state what benefit there was derived from it, unless to show what amount of spirit and interest the inhabitants of the Township felt in the great and important subject of education, and if we are to take the numbers present on that occasion for an example, we can report exceedingly favourable ; it was, however, too much of a crowd to be fully successful otherwise. I am happy to state that the demand for a higher class of teachers seems to increase, but there does not seem a willingness in some sections to offer sufficient remuneration, to encourage a thorough class of teachers to offer themselves, or to cause those to remain who are teaching—the consequence is, the change of teacher is not always for the better. There is, however, a most decided improvement in two or three instances. I think another year or two will witness an improvement in the direction of building new school-houses—a necessity that is beginning to attract considerable attention, and being warmly discussed.

108. *R. Macalpine, Esquire, Williams West.*—Owing to my recent appointment, I cannot say much with reference to progress in the schools. The *Journal* is not received in all the sections, and improperly appreciated where it is received. The schools generally are in a backward condition—very little interest is taken in school museums, apparatus, &c. ; but the country is new and as likely to improve as other places similarly situated—as far as my observation has gone—where the *Journal* is carefully read, the greatest interest is taken in the prosperity of the school.

XXXVII. COUNTY OF ELGIN.

109. *A. F. Butler, Esquire, East Riding.*—Although much remains to be done, yet the signs of progress are somewhat encouraging. *School Houses and School Furniture.*—Of the fifty-

nine school houses in this Riding, only eight are positively bad, the remainder being comfortable and commodious, and some of them quite new and superior. Contracts have lately been taken for the erection of three new ones, one of these from a plan published by the Department, is to be completed this season in Aylmer, at a cost, with the site, buildings, &c., of \$4,500, and we believe the heaven is working in the sections containing the remaining five. The schools are nearly all well supplied with maps, but very poorly with apparatus, charts, diagrams, &c., for science teaching and object lessons. Teachers also are wanted who know the benefits of these, and how to use them—teachers who are able to emancipate their work from that meaningless routine which only loads the memory, and to place it upon the higher plane of intellectual culture. *Text Books.*—No unauthorized text-books are used, that I am aware of, and indeed, there is little necessity for this now, since the list of those authorized is so extensive and interesting. The Companion to the Readers is well received, the New Readers are fruitful sources of instruction, and of those lately authorized, Peck's Ganot's Popular Physics will be found a boon to the schools when its merits only become better known. *Attendance.*—Out of a school population of 5,563, only 156 are reported as not attending any school, and it is probable that the most of these enjoy school privileges a portion of the time during their period of school age. *Libraries.*—Two Common School libraries only, have been established during the past year, there is reason to hope that the next year will make an improvement in this respect. *School Act and Journal of Education.*—There was, I believe, in this county a general feeling of regret and disappointment, that the proposed changes in the School Act did not find favor in Parliament at its last session, and become law. The *Journal* is regularly received, and by all intelligent and progressive trustees is so read and appreciated, that its improving influence reaches the schools, but we greatly fear such trustees are at present nearer the exception than the rule. Would it not be better the *Journal* should be taken from the office by the teacher in the section? Our schools suffer more from faulty teaching than from all other sources together, and this not so much from individual incapacity, or from a want of knowledge of the text books used, as from incorrect views of the nature of education, together with a general lack of professional knowledge, professional zeal and professional skill. The *Journal of Education*, especially as it has been edited during the past year, is well calculated to meet these wants and strengthen the hands of the faithful teacher; and this view is further prompted by the belief that, as our teachers have more time than trustees for reading it, they would, as a class, be more ready to act upon and disseminate the valuable ideas and suggestions contained in this our only educational periodical.

XXXVIII. COUNTY OF KENT.

110. *Edmund B. Harrison, Esquire, County Superintendent.*—Non-attendance is still generally ascribed to the "neglect or the indifference of parents," this I am convinced is only true to a limited extent. Distance from school, the want of proper accommodation in our school houses, and necessity on the part of parents, owing to the scarcity of supply in the labour market, requiring the aid of their children, appear to me to be the principal causes. Although we are improving in the erection of school houses, many of the new ones being commodious and comfortable, yet there is much need of some such clause as that contemplated in the late amendments to the School Act. All our schools have been in operation during the current year, and nearly all as free schools. Prayers and reading the Word of God are adopted in many schools, but I am not aware that any religious instruction has been regularly given by clergymen. The Board of Public Instruction has raised the qualifications of teachers as high as it is possible to obtain a sufficient number of teachers to supply the wants of the County. The salaries of the teachers of Common Schools, on the whole, have increased, but there are so many avenues to emolument, that we are constantly losing good teachers, not that teaching is distasteful to them, but because they see no prospect of permanency. The programme for the County Board Examinations is observed, and the questions are printed. In those schools in which prizes were awarded, good effects are said to have been produced in encouraging the pupils to greater diligence in preparing their lessons, attending school, &c. It affords me pleasure to state that the Municipal Corporation of the Township of Raleigh has set apart a small sum for prizes to be awarded in a

Township competitive examination. The schools in which monthly examinations, oral and written are held, make very satisfactory progress. The absence of private schools is an evidence of the success of the Common School system. Various answers have been given with respect to the utility of the *Journal of Education*. Many reports say it is useful, some reports have not answered the question, and a few have stated that it is of no use to the Trustee. In many instances when the *Journal* has not been regularly received, parties have asked me how to proceed in order to obtain it. A teacher in one of our largest schools informed me that the "Miscellaneous Friday Readings" were very much appreciated by the children. Should the present *Journal of Education* be discontinued, I do not know from what source a majority of the Trustees could, or would obtain so many seasonable hints on education.

XXXIX. COUNTY OF LAMETON.

111. *The Reverend W. M. Roger, M.A., Sarnia.*—As to cause of non-attendance, the teachers all say, "Neglect and indifference." In general, I think the children are detained by their parents to work at home. The only attempt I know at Religious Instruction among the schools, was on the part of one of the teachers, under the direction of the Section Trustees, teaching the Presbyterian and Roman Catholic catechisms after school hours. It was complained of and stopped by the other Trustees. In the one only school library, I believe the books are properly cared for in accordance with the prescribed regulations, and its influence in the neighborhood is good so far as I have opportunity of judging. The same may be said of the *Journal of Education* and of the prizes distributed at examinations. The only regret is that these are not more common. It must be remembered, however, that the Township is still struggling with the difficulties incident to an imperfectly cleared country. A different state of things will doubtless prevail when the youth now living, sent out of our schools, come to inherit the results of their parents labors.

XL. COUNTY OF ESSEX.

112. *Alexander Craig, Esquire, Tilbury West.*—The schools in this Township during the past year have been doing well with the exception of two, Section No. 2 could not find a teacher for the first four months, although they advertised for one; Section No. 6 was almost closed for the last six months, caused by a disease among the children, but notwithstanding all these difficulties the average was considerably above the previous year. The schools are all free as usual. The Trustees are doing their very best to avail themselves of good efficient teachers and school houses. The Trustees of Section No. 3 are erecting one, and the Trustees of Section No. 5 have built a large frame school house valued at \$1,200. The cause of education is rapidly advancing in this neighborhood, and a lively interest is felt in our school system, and it is just beginning to be fully appreciated. My opinion is, that large school sections are actually nurseries of non-attendants, owing to the distance at which pupils live from the school house, bad roads and other obstacles beyond our people's control. We have two school sections too large to be convenient either for teacher or pupils. No. 1 has 158 on the register, and 67 not attending any school. The non-attendants in the sections that have been divided have almost disappeared. The teachers have conducted their schools to the best of their ability. The average annual salary paid to teachers was \$384. All the School Sections have maps, with the exception of the new ones, and they expect to obtain them before long. The schools in general are opened and closed with prayer, and in some the Scriptures are read daily. We have a Sabbath School Library which has done much good. The Templars have a library for their own use. We have one School Section library open to the public, the books are in good condition, and the regulations are strictly carried out. The books were not so extensively used at the first opening of the library as they ought to have been, but readers are increasing. The revised programme for the County Board examinations is strictly observed, and the questions are printed. Prizes have been distributed in most of the School Sections, and have had a marked beneficial effect where judiciously given. The *Journal of Education* is very important, justly esteemed and carefully read by Trustees, Teachers and others.

113. *Daniel B. Odette, Esquire, Anderdon.*—Most of the schools in this Township,

have been kept open for the best part of the year, and were liberally supported by taxes on all properties, but I am sorry to say, that by the negligence of parents and guardians, eighty-eight children are deprived of school privileges. In schools Nos. 2, 5 and 6, both French and English are taught, and in the other schools, English only is taught. The schools Nos. 1, 2, 4 and 5, are well provided with maps, but the others (probably through the negligence of the trustees), have none. The general regulations respecting religious instruction, are followed to some extent, and with good results. There is no library in this Township. I regret very much that prizes were not distributed in any of the schools, though many times I represented to the Trustees, what great advantages would occur to the children from the distribution of prizes.

114. *Henry Botsford, Esquire, Malden.*—The state of the schools in this Township, is on the whole satisfactory. Owing to the higher standard of qualification required by the County Board at present, than was required a few years ago, many candidates who applied for certificates, did not pass, and some difficulty was experienced at the beginning of the year in procuring teachers. The revised programme of County Board examinations, is observed and the questions are printed. The number of children who do not attend any school, is greater in some sections than in others—the causes of non-attendance, are indifference of parents, want of clothes, as reported by the Trustees of one section, and distance from the school house. Most of the non-attendants are either under seven, or over fourteen years of age—the older being useful on the farm are kept at home to work, and where the distance is great, the younger are unable to attend. Most of the Trustees report that the *Journal of Education* is not regularly received, but this is owing to carelessness on the part of the Trustees themselves who do not call at the post office for it; where received regularly, the influence it exerts is reported to be good. It is to be regretted that the proposed new School Bill did not pass the Legislature at its last session, for no doubt many of its provisions would be highly beneficial, and were much needed. I hope that your next effort to introduce a more efficient School Law, may be crowned with the success which it deserves.

115. *Victor Ouellette, Esquire, Rochester.*—The cause of the children's non-attendance in schools, is in most instances attributable to bad roads and long distances from schools, all the sections except one, are altogether too large and too far apart, but I am happy to say that the ratepayers are finding out the inconvenience of the present position of affairs, and are petitioning the Township Council for altering and forming new School Sections; to give justice to all concerned, there should be three new sections formed in this Township, and I have no doubt that the Township Council will, this year, form at least two new School Sections. As to the general regulations in regard to stated religious instruction, they are followed up and with good results, and to the approval of the great majority of this Township. Respecting the County Board examinations, I beg to say that the programme was strictly observed by the Board, and all questions submitted to the teachers were printed. As to the distribution of prizes to pupils, I am happy to say that every School Section has taken my advice to that effect, and by so doing, caused great results. The *Journal of Education* does not appear to be regularly received by the Trustees, and I cannot account for the same.*

XLI.—DISTRICT OF ALGOMA.

116. *Messrs. James Bennett and J. W. Plummer, Trustees at Bruce and Wellington Mines.*—You will observe on examining the returns, that the total number of pupils attending the schools during the year, amounted to 286, and we are glad to be able to say, that the progress made by them in the various branches of education during the year, was very satisfactory. We would particularly call your attention to our annual financial account, which shews a decrease of the debt on the schools last year, of \$309.08—the debt being in 1868, \$372 74, and now reduced to \$63.66. We are glad to be able to say, that the West Canada Mining Company, and the Huron Copper Bay Mining Company, gave us nearly two hundred dollars, and the liberal grant of the Government of \$250, on account of the year 1869, have been the means of reducing the debt. We hope next year with

* It is regularly mailed. Complaint should be made by letter to the Department, giving the number and post office of the sections not receiving it.

the assistance of the Government and our other resources, to have a small balance on hand. You will observe that there are no outstanding debts—all bills and salaries being paid on demand by one of the Trustees as in former years.

XLII.—THE CITIES.

117. *Samuel Woods, Esquire, M.A., Kingston.*—In submitting the Annual Report for 1869, I find a very gratifying increase in all the subjects of greater importance in our Common Schools. During the year, we have had the names of 2358 pupils on our roll, and an average attendance of 1263. This average is a much greater per centage than any of our other cities can show. By an examination of our Financial Statement, it will be seen that we have spent \$9,465 for school purposes. From this we find that our pupils during the year, have cost us \$4.00 each, on the aggregate attendance, and \$7 50 on the average attendance. I would respectfully draw your attention to the large increase this year in the classes studying arithmetic (97), grammar (149), history (220), algebra (102), and Canadian geography (629.) This very large increase arises, I am persuaded, from causes which I am about to relate. In February of this year (1869), the Board after mature deliberation, determined to collect all the more advanced boys into one class, and establish a regular system of grading. This has always existed to some extent, but now no pupil is allowed to enter a higher class, unless he has first passed an examination before the Superintendent, to test his ability for promotion. As a consequence, all our schools are working upon a uniform system, and an emulation is created among the junior teachers, to prepare as many as possible for the advanced classes; and among the senior teachers to send up as many as possible to the high school. When the pupils arrive at the requisite standard, instead of being, as formerly, instructed by their old masters, they pass among new class-mates and under a new teacher, where a wholesome rivalry is shown to keep up the good name of their respective schools. Pupils are required, in order to enter this school, to read fluently and understandingly; parse and analyse any sentence in prose; work as far as equations in algebra; understand fully mensuration of superficies; be able to work questions in arithmetic up to, and including interest; be well acquainted with Euclid Bk i, 1–20, and have a pretty strict knowledge of the outlines of history and geography. You can thus see that we aim at rather a high standard for Common Schools, and when our pupils have had two or three years of additional work, they are prepared to assume a position of at least a fair ground in primary education. Many of them doubtless will then enter our Grammar School through free scholarships, established by the liberality of a few of our wealthy citizens. After our Board had seen the effect of such a system among the boys, and found it exceed even their most ardent expectations, they decided upon the same plan for the girls, and in September a High School class for girls, was opened: to enter which the same examination is required, Euclid excepted. The plan has been under trial for the remainder of the year, and its effects are so gratifying, that a Superintendent of a neighbouring town, has paid us two visits to see its practical working, with a view to its introduction. I have every confidence in it, and feel assured that, by its adoption, the Board has made a great step in advance of our old system. We have had no changes in our teachers during the past year, we feel that when we get a good one, *he is cheap at any price*, and, with the utmost care in selecting, we rarely fail in securing one to our liking. I can add no word to my remarks of previous years upon the subject of non-attendance. I will not blame the parents; for they would send, if they could only face the shame of seeing their ragged offspring mix among better clad children. I cannot blame the school houses, for they are models of neatness and order. The more the attention of intelligent men is drawn to the subject, the more they see that our Common Schools are drifting away from the class it is most desirable to reach. The schools are doing a noble work; but for the street arab, the child of the lowest, their doors are hermetically sealed. Not but they *can* go, if they desire it, but they *will not*; for in such an atmosphere, and with such surroundings, they feel they are *not at home*. The man who can devise a plan to meet the exigencies of this class, will merit the gratitude of all right minded lovers of their country's weal. Our County Board is still alive to its great responsibility, and is becoming rather obnoxious to a great many candidates for a place in the noble profession. At our last meeting, “the slaughter of the *innocents*,” was immense.

We have an abundant supply of applicants, and are not limited by a lack of teachers holding certificates; we therefore exercise our undoubted prerogative of dealing with unqualified pretenders in the most summary manner. Our questions are printed, and the answers in writing. Our libraries continue to enjoy a very lively existence, and the books are eagerly sought after. They exercise a good influence, by keeping alive among our youth a desire for something better than the trashy novels which tempt the mind, affording an inordinate excitement for a time, which is only satisfied by a repetition of the dose. Let us hope that the day is far hence when the youth of Canada will leave "the well of English undefiled," to quaff pernicious draughts of the fountain of the Minerva press. My remarks on prizes in previous years, will apply equally to the present. Our only prize is the consciousness of duty well performed, by regularity of attendance and uniformly kind and courteous conduct, with due care in the preparation and recitation of lessons. Such as merit this distinction, receive a certificate, as highly prized as the guerdons of the ambition of older aspirants. Still, when the heartburnings, and ill feelings in a school, arising too often, *not from the giving of prizes*, but from the undue care in awarding them, are considered, it is perhaps as well that we exclude them. Finally we can look back upon the past year with feelings of thankfulness to God, for his preserving care of our little flocks, and for the measure of success which has attended our efforts. What the future may bring forth, we know not; but we feel that a good foundation has been laid, and hope that the superstructure will not disgrace our good city. We are doing our little to build up the well-being of our young nation—for only amid intelligence and education, can the liberty of free men be acquired, and their rights maintained.

118. *W. Cousens, Esquire, Ottawa.*—Our schools are improving, especially in the east end of the city, where a central school has been established for over a year past—it is a great improvement on the ward system. I give you (below), a comparison of the average daily attendance—shewing the difference as between the attendance at the central, and also at such of the ward schools, yet occupied, during the past year. I take the first quarter of the year.

January.

Ward School—No. on the Roll,	576	—average attendance,	393—68 per cent.
Central School—No. " " "	573	" " "	487—86 "

February.

Ward School—No. " " "	626	" " "	367—58 "
Central School—No. " " "	580	" " "	459—79 "

March.

Ward School—No. " " "	658	" " "	403—61 "
Central School—No. " " "	631	" " "	474—75 "

The total number of all ages entered on the Rolls for 1869, was 2,075; in 1868, the number was 1,803, shewing an increase in favour of 1869, of 272, or about 15 per cent. The average daily attendance for 1869, was 890; for 1868, 806—shewing an increase in favour of 1869, of 84, or 10 per cent. I hope we shall by this time next year, be in a position to shew you a large increase, as we have now (during this month), closed all our ward schools, and have two central schools—one for the east, and the other for the west end of the city, in operation. We have also one primary school each in those sections, as feeders to the central school. It must be very gratifying to all those who wish well to the cause of education, to know, that notwithstanding the buildings just erected for schools in this city have cost a large sum of money, and will add considerably to the school rate, there is no grumbling on the part of ratepayers. All seem proud of being in possession of such excellent institutions, and that our city will not in this respect, stand inferior to any city of the province. The central school in the western half of the city, was built in 1869, and is a two story stone building, measuring 90 by 60 feet, and will cost, when complete, with all necessary furniture, about \$19,000—site \$4,000, together amounting to \$23,000. The central school east, has cost \$16,000. One primary school \$2,000. In all, our schools will have cost us about \$41,000. In answer to the 84th question in our Report, I am happy to have to say, that by a resolution of the Board, the Bible is used as a class book in all our schools.

119. *Joint Board of Grammar and Common School Trustees, London.*—The class-room

accommodation, though still deficient, has been much improved by the erection of a large school house, intermediate between the system of primaries designed for the juvenile classes, and those of a more advanced grade in our central school. This handsome structure, erected and furnished at a cost of nearly \$2,000, was opened for the reception of pupils in the beginning of February last, and was at once filled with 208 scholars. The number of pupils enrolled on the books during the year, has been 280, and the average daily 210. It becomes quite evident that another such building would be required immediately, were we in a condition to do justice to the ratepayers resident in the south part of the city. That the number of scholars entered in the primaries Nos. 1, 3 and 5, is 1,508—the average monthly 828, and the average daily 667; while in Nos. 2, 6 and 7, under corresponding headings, we find only 1,023, 591 and 482 respectively. It will therefore devolve upon the Board, at an early day, to make suitable provision for the reception and teaching of the constantly increasing numbers seeking admission into our schools.

The average salary for the male teachers is \$640 per annum, and for the female \$240. To permit our best qualified teachers to abandon their profession year by year, on account of the small remuneration their services command, is surely a great drawback upon the prosperity of the country. That system of economy must be unsound, by which we now educate at a great expense, in our Provincial Normal School, parties designed to supply the public schools of the Province, with a better class of teachers; and after having trained them for the duties of their profession at the cost of the whole community, to force them, through want of profitable employment, to seek some new field of labour for that talent of which we stand so much in need. The fact, that out of some 5,000 teachers of both sexes employed in the schools of Ontario, there are little more than 600 who hold a Provincial Normal School certificate of any grade, furnishes matter for serious thought and no little regret. What a small part of the teachers who have been trained in this institution within the last twenty years will these 600 represent! And yet of the male teachers who have sought a more remunerative career, most might have been retained in the profession, had the country only been guided by sound views of political economy, and by a spirit of patriotism.

The advance in the price of almost every commodity required in a household, is likely to be of a permanent kind—and therefore teachers should be paid in proportion to this increase in the cost of supporting a family. It will ultimately be the most profitable way for the people of any place, where they desire to see their schools in a flourishing and efficient state, to render their teachers comfortable and contented, so that they may retain their services, avoid frequent changes, and the certainty in these changes, of occasionally engaging teachers who cannot give satisfaction to the Board or the public.

The subject of shortening the time during which the teacher is requested to toil, day by day, has recently received some attention at the hands of the Board. However much people may differ about the length of time during which the more advanced divisions may be confined to the class-room, with their minds engaged in severe study; there can be only one opinion as to the impropriety of keeping the young children, with whom our primaries are mostly filled up, confined in a class-room from 9 in the morning to 4 in the afternoon. This can only result in injuring the health of both teachers and pupils.*

These class-rooms are too much crowded to be healthy, and the ventilation in some of them, is not so perfect as the laws of health require. As many of our best teachers have suffered from this cause during the year just closed, we invite consideration to this subject, both on account of the health of the children and that of the teachers. We are of opinion, that shorter hours would result in better health, a stronger physical constitution, and equal progress in their studies. That system of education must be deficient in the element of harmony, that bestows a cultivated mind, at the expense of an enfeebled frame or impaired health.

There are six primary schools scattered through the city, situated upon healthy sites, where they are near as possible to the homes of the young children who attend them.

* It is quite competent for the Board of Trustees to shorten the school hours. The official regulation declares that the school hours shall not exceed six; but they may be three, four, or five, at the discretion of the Board. In Germany and elsewhere, the school hours are getting much shorter—and in some schools part of the day is devoted to the preparatory lesson for the next day, and the pupils are taught *how to study*.—[Ed. Dept.]

The subjects taught in these, are reading and spelling to the end of the second book of lessons, arithmetic through the simple rules, writing on paper commenced, and the mere outlines of English grammar and geography. The scholars are examined periodically for promotion to the intermediate. As yet there is only one school of this grade, which has been in operation during the present year. It consists of two departments, one for boys and another for girls, and the course is slightly in advance of that of the primaries.

The course embraces reading and spelling, with definitions, in the third book of lessons; writing; the compound rules of arithmetic; with the elements of grammar and geography. The last is the central school, to which the pupils are promoted from the intermediate, upon a careful examination in every subject. This institution contains six well graduated divisions for boys, and five for girls. The course consists of reading and spelling, with definitions; English grammar; English composition; history—embracing English, Canadian and Ancient; drawing, writing and book-keeping; geography, arithmetic, algebra, mensuration, geometry, natural philosophy and chemistry. To enable the teachers to explain the subjects taught in their respective divisions, a large and valuable assortment of maps, charts, globes, philosophical and chemical apparatus has been provided, the experiments performed with which, are highly interesting and instructive to the students. Into these three grades of schools the pupils are admitted free. The only direct cost to the parent is the price of the books required for classification. The schools are supplied from two sources—the one, an annual grant from the Government; the other a direct tax upon all the ratable property of the municipality. Every man's property is assessed for the support of these schools, and every man's right to participate in the advantages they bestow, is equal and indefeasible. All pay in proportion to their means, and the children of all meet in our class-rooms on a footing of perfect equality. The idea, therefore, that these are pauper schools is exceedingly erroneous, and such as entertain this opinion ought to discharge their minds of it at once. Our school system may be looked upon as a kind of joint stock affair, from which the less wealthy draw a little more than their share of the direct gain, and the more wealthy receive a full equivalent, though in a less direct form. Every man will admit that property situated in the midst of an intelligent, moral and industrious community, will be enhanced in value. In our estimate of human life, education and self-respect cannot be separated; and the latter is one of the surest guarantees for an industrious, respectable and useful career.

In addition to the provisions made for giving a sound liberal education in the English branches, there are united with these a Classical and French department in connection with the central school. In the former the course is such as is prescribed by law to qualify students who desire it, to matriculate in any of our Provincial colleges. The Head Master of the Grammar School, the Rev. B. Bayley, A.B., is a thorough scholar, a diligent, conscientious and pains-taking teacher, who has always evinced a deep interest in the progress and welfare of his scholars. The French Department is under the charge of Mr. C. R. Lee, A.B., and is not limited to the course necessary for matriculation, but may be extended to any length to suit the wants of the students, or the pleasure of their parents. These are the only classes in which a fee is charged; and even here it is merely nominal—being only \$1 50 per term of three months in the Grammar School, and 75 cts. per term in the French classes.

We are happy to be able to report, for the information of our constituents, that the Grammar School has, for the last year, been a self-sustaining institution, notwithstanding the very low fee charged. It has not cost the people of London anything in the way of taxation. A few figures from our financial statement in the appendix, will establish this fact.

The Classical Master reports as follows respecting the Grammar School department: "The total number of pupils on the Roll during the year 1869, amounted to 78, all of whom were learning Latin, and 15 studying Greek. Our average attendance during the first half year was over 40; but in consequence, mainly, of our school being closed during the Exhibition week and civic holiday, as well as other accidental circumstances which at times diminished the numbers in our school, it has decreased to less than 36. The subjects studied, have been portions of Homer, Xenophon, Lucian, Cicero, Livy, Virgil, Ovid, Cæsar, together with Harkness' Reader, and Elementary Greek and Latin Books."

TABLE shewing the Annual Increase of Attendance at the City Schools, the amount of Municipal Assessment annually levied for School purposes, and the cost, per Pupil, for Education in each year.

YEAR.	Municipal Assessment and Government Grant.	Amount at disposal of Board each year, from 1867 to 1869, inclusive.	Attendance.			No. of Teachers employed.	Cost per annum of each Pupil for Education on the basis of Teachers' Salaries.		Cost per ann. of each pupil for Education, based on whole Expenditure, exclusive of permanent improvements.		REMARKS.
			Number Registered.	Average Daily.	Average Monthly.		On Average Daily.	On Average Monthly.	On Average Daily.	On Average Monthly.	
1857.....	\$ cts. 10000 00 1440 00	\$ cts. 11440 00	2737	996	1244	10	\$ 7 29	\$ 5 83	\$ 8 46	\$ 6 73	{ Ward School No. 5 opened and a third Teacher appointed.
1858.....	9991 98 1440 00	11431 98	2459	1104	1337	17	6 22	5 13	7 06	6 32	{
1859.....	8000 00 1383 00	9383 00	2336	1207	1461	20	6 18	5 11	7 42	6 11	{ Ward School No. 2 opened and a Classical Assistant appointed in the Central.
1860.....	8000 00 1346 00	9346 00	2301	1210	1443	20	5 49	4 60	7 17	6 01	{
1861.....	8000 00 1148 00	9148 00	2527	1250	1537	21	5 57	4 53	6 38	5 18	A third Teacher in No. 3.
1862.....	8000 00 1160 00	9160 00	2661	1298	1656	22	5 39	4 22	6 53	5 11	Ward School No. 6 opened.
1863.....	8000 00 1175 00	9175 00	2825	1373	1692	22	5 23	4 25	6 22	5 04	
1864.....	8000 00 1112 00	9112 00	2972	1471	1782	22	4 89	4 03	5 68	4 68	
1865.....	9000 00 1217 00	10217 00	3218	1571	1930	24	4 65	3 80	5 28	4 30	{ New School in Ward No. 5 opened. One Teacher taken from No. 1.
1866.....	8000 00 1271 00	9271 00	3237	1634	1990	25	4 45	3 66	5 76	4 73	Third Teacher restored in No. 1.
1867.....	9000 00 1357 04	10357 00	3372	1690	2058	25	4 40	3 12	5 63	4 63	
1868.....	10000 00 1405 00	11405 00	3586	1790	2153	25	4 20	3 49	5 47	4 55	{ Intermediate built on Central School Grounds.
1869.....	11000 00 1376 00	12376 00	3713	1853	2261	26	4 19	3 43	5 30	4 37	

120. *The Reverend James Porter, Local Superintendent, Toronto.*—The attendance at the schools would, I doubt not, have been still larger had it been possible to accommodate all the younger children, for whose admission application has been made. The impossibility of affording such accommodation, without increased outlay for school-rooms and the payment of teachers, presents the principal practical difficulty with which Common School administration in this city has now to contend. Nor is this difficulty confined to Toronto. It exists in larger cities, on a larger scale.

The accommodation at present provided for these Junior Divisions is unquestionably, in several instances lamentably, insufficient. All the newer rooms, indeed, which have been built for their especial use, are large enough for the accommodation of a reasonable number of children; namely, those in Louisa Street, erected in 1859; those in Elizabeth Street, opened in January, 1868; and those in Palace Street opened in September, 1869; but greatly increased accommodation in this respect is urgently needed. Many of these schools have several hundreds more in attendance than they can in any proper sense accommodate. Should all be provided with room, with proper reference to the laws of health and the best opportunities of instruction; should the space allotted to each pupil be equal to that which is given in some other cities, it is evident that we should have many more school edifices, and that this would only supply the present demand, without any reference to the increased attendance from year to year.

The largest average attendance in our schools during 1869, was in April and September, being in each month 3,298. The average of these two months in the Junior Divisions was 1,563 pupils, and, in the Intermediate and Senior Divisions added together, 1,735; so that the pupils in our Junior Divisions if not, as in New York, more than one-half of the whole number in our schools, constitute a very large proportion of that number.

The accommodation at present provided for these Junior Divisions is unquestionably, in several instances, lamentably insufficient.

It was chiefly, though not altogether for this reason, that the half-day system was recommended to the Board, and adopted only last summer, as a temporary expedient, until more ample and suitable accommodation can be provided for the many children who cannot be crowded at one time into our existing school-rooms. This system provides for the attendance at school, of one-half of the pupils in our Junior Divisions in the forenoon, and of the other half in the afternoon. My own observation, and the general testimony of those of our teachers who have been directed to adopt it, have confirmed me in the conviction, previously entertained on the representations of others, that on both sanitary and educational grounds, it has worked beneficially both to pupils and teachers. When the numbers and the work are dealt with on the half-day system, the pupils are comparatively fresh and active, the interruptions necessary for the preservation of order and discipline are much less frequent, children do not acquire the habit of apparently enforced vacancy of mind, or that of mere mischievous activity: school is, in a word, a reality and not a pretence; a place for profitable employment, and not one, to a great extent, of mere confinement.

The proper alternative for the half-day system, I respectfully submit, is the provision of increased accommodation in connection with several of our schools for the junior pupils now attending, or whose parents desire that they shall attend the public schools; shorter hours of school attendance, not to exceed two in the forenoon and two in the afternoon, in the case of the youngest pupils; and the employment of more junior teachers.

Fifty little children are, theoretically, considered to be enough for the care of one teacher in our Provincial Model School. Fifty-six pupils are regarded as enough in the Common Schools of the city of Boston. Seventy-five in average attendance, who represent from ninety to a hundred on the register, is the number which, in the exercise of the discretion confided to me by the Board in carrying out the half-day system, I determined as that beyond which the system is urgently required, for the relief of both pupils and teachers in a Junior Division.

The consequence of such a limitation would be, that the names of many children now on our registers would have to be erased, and parents and ratepayers would have just cause to complain of the want of that instruction for their children, which they are taxed to provide. The growth of our city in population, in business, in wealth and gen-

eral prosperity, seems both to require and to warrant an increased expenditure for Common School purposes. The Board has already, in its wisdom, purchased two other school sites,—one in the Ward of St. James and another in the Ward of Saint Andrew; and there is every reason to hope that the supply of school facilities will overtake and keep pace with the demand.

The three usual examinations were held in the course of the year; namely, the Combined Examination of Pupils, selected from each Division of each Department of the several schools; and the Summer and Winter Examinations of all the schools.

The Combined Examination took place, by order of the Board on the recommendation of the Committee on School Management, at the Victoria Street School House, on Monday and Tuesday, the 28th and 29th of June. The examiners were Rev. A. Wickson, LL.D., Head Master of the Toronto Grammar School, and the Rev. John M. King, M.A. As on former similar occasions, the pupils examined were three individuals from each Division of each Department, male and female, of the several schools, selected by their respective teachers for their general proficiency, combined with uniformly good conduct, and approved by the Local Superintendent.

As the County Grammar School is now—under the operation of the Grammar School Law—the Grammar School of the City of Toronto; the affairs of which are administered by the City Council through Trustees whom the Council appoints: the Mayor, on behalf of the Council, was pleased to accept as beneficiaries of the City, seven of the senior pupils of the City Common Schools, who were recommended by the Examiners to receive the special distinction of Grammar School Scholarships, and were nominated accordingly by the Board of Common School Trustees.

Of the three ex-scholars and the ten scholars who remained in the Grammar School till the close of the past year, all but one obtained distinction at the Examination.

It is appropriate to mention here, that a former scholar, Alfred Baker, lately closed an honourable career in the University of Toronto, by gaining the highest distinction offered to undergraduates, viz., a Gold Medal.

On December 15th, the Local Superintendent reported to the Board that he had recently assisted the Rev. Dr. Richardson, in the distribution of the bounty of the late Mr. Jesse Ketchum, in the several City schools which lie on the east of Yonge Street. The value of the books distributed was \$125 79c.

In continuance of their kindness during several years, the Rev. Messrs. Boddy and Baldwin have, at the Park and Victoria Street Schools respectively, supplied religious instruction weekly, throughout the year 1869, to the children of parents of their own communion.

I beg to conclude this Report by recording my conviction that the year just ended, has been one of real, though unostentatious progress in the great work of Elementary Education in this City; by means especially of our Common Schools.

XLIII. THE TOWNS.

121. *The Reverend George Bell, Clifton.*—No very definite cause for non-attendance can be given. There is, no doubt, indifference and carelessness in some cases: some parents do not wish to send children until they are seven or eight years old. The school house is not used by any denomination for religious instruction. Nearly all the children attend a Sunday School. The revised programme is used by the County Board (Welland), and the questions are printed. The library belongs to the municipality. The school continues in a highly prosperous and satisfactory state. The public examinations, as well as the everyday appearance of the school in all its departments, show that it is well organized, well taught, orderly, and efficient.

122. *The Reverend Robert Torrance, Guelph.*—The school population we return as 1,340, although my impression is that it is greater, but as no school census has been taken for a number of years, I have computed from the total *general* population. During the year, the South and East Ward Schools were removed from the buildings in which formerly they had been taught, and the West Ward Primary School and the Senior Primary, all to one building which the Board has leased. I find great reluctance manifested by the

teachers of Private Schools to give me any information. They look upon it as an unwarrantable prying into their standing, by an institution that is hostile to them.

123. *George Dormer, Esquire, B.A., Separate School, Lindsay.*—Two years ago the children attending the school assembled in an old decayed log house, which has now disappeared, and in its stead there is erected a handsome two-story brick building, capable of accommodating two hundred pupils, in every respect admirably adapted to the purposes for which it was intended, and an ornament to the town itself. The health and comfort of the children have been particularly cared for in the system of heating and ventilating adopted. "Ruttan's" heaters and ventilators are used, and have been found most valuable and at the same time economical, requiring only about one half the quantity of fuel used in the ordinary stove. The school is well supplied with maps, globes, and other apparatus, obtained from the Department, and also with desks of a very substantial and convenient kind, purchased from Messrs. Jacques & Hay, of Toronto. The Trustees are at present engaged in fencing and planking the grounds surrounding the school. Three teachers and a monitor are employed, and when I mention that all the teachers hold Normal School Certificates it will be needless to refer to their efficiency or to the system of instruction. The school is conducted on the "free principle." The sacred Scriptures are read, and the school opens and closes with prayer. Excellent prizes have been obtained from the Department, and their distribution has been found productive of good results. The average attendance is nearly double what it was two years ago, and the school house has already been found too small. To remedy this, and to meet a want felt for a school in which the higher branches of education should be taught, a branch school has been established, at present presided over by an accomplished lady teacher, in which French, music, drawing, &c., are taught in connection with the ordinary course. It is conducted in a hall or large room in a brick building situated in the centre of the town, owned by Thomas Keenan, Esquire, an enterprising and public spirited man, who generously granted a lease of the room to the Trustees for a period of four years without rent. Parents sending children to this branch school, voluntarily contribute to its support beyond the rate on their property. It has proven so successful that several Protestants have availed themselves of the advantages it offers, and one-third of the pupils are Protestant, who are not, of course, required to join in any religious exercises. The nucleus of a school library has been formed, by a choice selection of about two hundred and seventy-two volumes, obtained from, and made by the Department, and it is the intention of the Trustees to add to this library every year. They desire me to express to you their thanks for the excellent selection of books you made for them, and to say that they have reason to believe that they have received good value for their money, and they are quite satisfied the terms offered by the Department of one hundred per cent. on the remittance have been fairly and *bona fide* carried out. A motion to this effect has been recorded in their books. I am happy to be able to say that the Board is composed of intelligent, energetic, and practical men, who have "put their shoulders to the wheel," and have, in the course of less than two years, accomplished a great work, the beneficial results of which are already felt and will be of a lasting nature. They, as well as the Superintendent, are deeply indebted to the Reverend Mr. Stafford, the parish priest, for his able assistance and guidance. Indeed, the success of the undertaking is mainly due to his practical mind and zeal in the cause of education. The work done was not, of course, effected without the "sinews of war," and being unable to invoke the aid of the Municipal Council in the same manner as Common School Trustees, an appeal was made to the public who liberally responded to the call. When the proposed fence is completed about five thousand dollars will have been expended, exclusive of salaries to teachers, which amount to one thousand one hundred and fifty dollars per annum. The school is out of debt, and a handsome balance of six hundred dollars is on hand for further improvements. The *Journal of Education* is received and read by the Trustees and teachers. Before closing this Report I beg to record my expression of regret that your proposed Amendments to the School Law were not passed by the Legislature, believing, as I do, that they would have been of great benefit to the schools of the country, for reasons which I could not give without extending the report to too great a length.

124. *Thomas Henderson, Esquire, Paris.*—The prosperity of the Paris schools is steadily increasing. The attendance has been perceptibly advancing during the past three

years. A considerable number of pupils from the surrounding country are under instruction in various departments. The fact that, during the past two years, the salaries of all the teachers have been liberally increased, may be taken as an indication of growing interest in education, and of satisfaction with our excellent staff of teachers. A school library is established, and conducted according to law. It is open to the public, but, owing to the existence of a very excellent library, belonging to the Mechanics' Institute, is not made use of to the extent it perhaps otherwise would be. Pupils receive, as rewards for diligence and good conduct, certificates of promotion to a higher division in the school. They receive as punishment, when necessary, written impositions, and more rarely corporal punishment.

125. *Alexander Bartlett, Esquire, Secretary Board of School Trustees, Windsor.*—I think I may report that our schools are progressing, and that more care and attention is being paid to schools in the community, than at any former period of the history of the Common Schools of this town. The Common School tax is cheerfully paid, and many even urge us to a greater expenditure. If we could only procure from the Dominion Government a release of the four acre park in the centre of the town, on which temporary barracks are at present erected, the Board would at once erect a large and commodious central school, which would greatly facilitate the advancement of the educational interests of the town. Our Grammar School, which is united with the Common School, is doing well this year, and should its success continue, we will have to procure an assistant teacher. I think there is more real work being done in the Grammar School at the present time, than has ever been since its organization. It is true that there may only be one or two, or it may be half a dozen, of the scholars that will ever follow any of the learned professions; yet I consider the mental training some of them are now receiving, will be very advantageous to them in whatever branch of business or avocation they may choose ultimately to engage. It was a matter of regret to many of us that the Grammar and Common School Bills were withdrawn: for many of the provisions of the Common School Bill are much needed in this County, and the Grammar School Bill was just the thing we wanted, as many parents are averse to their children learning the classics, yet want them to enjoy a much higher education than the Common School affords. Our Board of Public Instruction for the County, as I stated in a former report, is a mere farce, in so far as the majority of its members know anything about examining teachers, and they are often a great stumbling-block in the way of doing impartial justice to persons being examined. A Township Superintendent may not be able to construct, or even spell out a sentence in English, but his vote at the County Board is as good as a man with a university education. I took the trouble in January, at the meeting of the County Council, to represent the matter to that body, and suggested the appointment of one or two competent persons as Superintendents for the whole County. Whether my suggestions will have any practical effect, I am unable to say; but some of the members thoroughly coincided with my views, and promised to take the matter into consideration next year.

XLIV.—THE VILLAGES.

126. *A. Dingwall Fordyce, Esquire, Fergus.*—The schools continued under the same teachers during 1869, a fact which, in my opinion, speaks very highly for their ability and persevering attention for a good many years to the same routine of work in the schools here. An assistant has likewise been employed in the Primary department, which has permitted of more advancement on the part of the older pupils of that school than could have been effected otherwise. The Board of Trustees have planted shade trees round the school enclosure, and are considerate in the way of any requisite improvement. The library is, for the most part, taken advantage of by the scholars, and the books that are read have been read over and over so often, that I hope application may soon be made for an additional supply of improving and interesting works. The male teacher, or head master, has a general oversight of the three schools, and the other teachers are permitted to refer to him on the occurrence of any difficulty (with scholars) which they are put to trouble with. Another private school has been carried on since September, besides that reported last year. Altogether, the Common Schools here, are I believe, in a very satisfactory con-

dition; and such as to prove creditable in their results to the teachers, and highly beneficial to the scholars who are kept steadily at them.

127. *James P. Phin, Esquire, Hespeler.*—Non-attendance of children at school, is chiefly owing to the fact that they are employed in the factories. The regulations laid down with respect to religious instruction are not observed—for the reason of the existence of a large Roman Catholic element, among whom it would engender bad feelings. The revised programme for County Board examinations is used, and the questions are printed. There is no Library in connection with the school. Prizes have not been distributed in the school during the year. With regard to the condition of the school at present, I would observe that it is most satisfactory. There has been much progress made during the year, and the teachers have been remarkably industrious.

128. *The Reverend Chr. F. Spring, New Hamburg.*—*Non-Attendance of Children at School.*—In reference to this we have nothing to complain, for all our children attend school, even those who are the offspring of the poorest parents. The general regulations in regard to religious instruction are not followed, because the pupils belong to too many different denominations; but the Lutheran children get their religious instruction by their minister in the church every Saturday forenoon. Except that, the other denominations have religious instruction in their Sunday Schools. The revised programme for County Board examinations is observed, and the examination questions are printed. In the municipality of New Hamburg we have no library, but I will urge the Trustees to establish one. A well selected library cannot fail to have a good influence upon the pupils. The distributions of prizes have exerted a very good influence.

129. *The Reverend W. M. Roger, M.A., Petrolia.*—The cause of non-attendance on the part of so many children of school age in this village, is in many cases the carelessness of the parents, and sometimes their cupidity in requiring work of their children when they should be and might be at school. Another reason is the fluctuating character of the population here; many having recently come to the place, or expecting soon to go, feel quite unsettled and, under the circumstances, indisposed to go to the expense of a set of school books, and the trouble of sending their children for the short time they may remain. Nothing but a *compulsory law* will reach these various classes. As to religious instruction, nothing is done at the school beyond the reading of Scripture, and prayer at the opening and closing. The various denominations seem quite satisfied with the opportunities afforded for this purpose, at home and in the Sabbath School. We have no School or other Public Library here as yet. The *Journal of Education* is regularly received, and I believe read with interest and profit. Some \$60 or \$70 worth of prizes were distributed, competitively for the most part, in the school at the Christmas examinations. The effect I believe to be eminently good, encouraging and stimulating the scholars, and rendering the associations of school life pleasant and profitable.

130. *The Reverend Francis W. Dobbs, Portsmouth.*—I am happy to report a continued progress in our Village Schools. A large number of books were distributed at the Christmas examination, owing in a great measure to the exertions of our excellent teacher, Dr. Agnew, in obtaining subscriptions for that purpose. A very large attendance at the school examinations, and at the distribution of prizes in our Town Hall, marked the increasing interest taken in the cause of education. The addition to our school-house has proved a great benefit, and the Trustees have the satisfaction of seeing their labors crowned with success, in the healthy condition of both male and female departments. There has been no change of teachers, which tends much to the best interests of the school. The usual regulations are attended to in the general management.

131. *N. McKinnon, Esquire, Wardsville.*—The people of Wardsville take considerable interest in the school, and are desirous of seeing it efficiently conducted. There is a Board of Trustees composed mainly, if not entirely, of intelligent, active and public-spirited men; and under their supervision the school is prosperous. I am not able to give any definite account of the cause of non-attendance. I am not aware that any specific causes exist here but the indifference of parents. The regulations in regard to religious instruction, that afford an opportunity for clergymen, are not followed. A portion of Scripture is read daily, and prayer is offered up, and the pupils are made to commit the ten commandments to memory, and to repeat them once in one or two weeks. There is no other

provision made for religious instruction. The revised programme for County Board examinations is observed, and at last examination the questions were in print, and as long as the Board shall consist of its present members, I have no doubt the questions will be printed, and other measures also will be adopted to raise the standard of education in this vicinity. There is no library, and no prizes were given last year; I have therefore nothing to say on the influence of either. I regret that there is no library. I have spoken about it on different occasions, but no steps have, as yet, been taken to secure one.

APPENDIX E.—Apportionment of the Grammar School Fund for the first half of 1870.

GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.	GRAMMAR SCHOOL.	COUNTY.	Average Attendance first half of 1870.	Apportionment, at the rate of \$8 per pupil.
Amprior	Renfrew	20	160 00	Iroquois	Dundas	52	416 00	Port Hope	Durham	56	448 00
Barrie	Simcoe	37	296 00	Kemptville	Granville	29	232 00	Port Perry	Ontario	37	296 00
Beauville	Lincoln	13	104 00	Kincardine	Bruce	19	152 00	Port Rowan	Norfolk	27	216 00
Belleville	Hastings	49	392 00	Kingston	City	76	608 00	Prescott	Granville	40	320 00
Berlin	Waterloo	26	208 00	Lindsay	Victoria	81	648 00	Renfrew	Renfrew	21	168 00
Bowmanville	Durham	53	424 00	London	City	36	288 00	Richmond	Carleton	13	104 00
Bradford	Simcoe	18	144 00	L'Orignal	Prescott	24	192 00	Richmond Hill	York	31	248 00
Brantford	Peel	32	256 00	Manilla	Ontario	33	264 00	Sarnia	Lambton	18	144 00
Brampton	Brant	30	240 00	Markham	York	35	280 00	Simcoe	Brant	21	168 00
Brighton	Northumberland	20	160 00	Metcalfe	Carleton	12	96 00	Smith's Falls	Norfolk	44	352 00
Brockville	Leeds	22	176 00	Milton	Halton	13	104 00	Smithville	Laurel	30	240 00
Caledonia	Haldimand	28	224 00	Morrisburg	Dundas	25	200 00	Stratford	Lincoln	22	176 00
Carleton Place	Lennox	14	112 00	Mount Pleasant	Brant	25	200 00	Strathroy	Hastings	18	144 00
Cayuga	Haldimand	17	136 00	Napanee	Jennox	62	496 00	Streetville	Perth	33	264 00
Chatham	Kent	35	280 00	Newburgh	Addington	34	272 00	St. Catharines	Middlesex	25	200 00
Clinton	Huron	27	216 00	Newcastle	Durham	38	304 00	St. Mary's	Peel	33	264 00
Colborne	Northumberland	74	592 00	Newmarket	York	26	208 00	St. Thomas	Lincoln	73	584 00
Collingwood	do	56	448 00	Niagara	Lincoln	21	168 00	Thorold	Perth	33	264 00
Cornwall	Simcoe	24	192 00	Norwood	Peterborough	30	240 00	Toronto	Elgin	15	120 00
Drummondville	Stormont	20	160 00	Oakville	Halton	11	88 00	Trenton	Welland	36	288 00
Dundas	Welland	34	272 00	Oakwood	Victoria	18	144 00	Unionville	City	69	552 00
Dunnville	Wentworth	71	568 00	Oranmore	do	51	408 00	Vankeetown	Hastings	29	232 00
Flora	Wellington	39	312 00	Oranmore	Wellington	20	160 00	Vienna	Prescott	42	336 00
Farnesville	Leeds	18	144 00	Osborne	Russell	13	104 00	Wardville	Elgin	28	224 00
Fergus	Wellington	41	328 00	Oshawa	Ontario	67	536 00	Waterdown	Middlesex	36	288 00
Fonthill	Welland	14	112 00	Owen Sound	City	70	560 00	Welland	Wentworth	34	272 00
Galt	Waterloo	42	336 00	Pakenham	Grey	37	296 00	Welland	Welland	20	160 00
Gananoque	do	104	832 00	Paris	Lennox	19	152 00	Welland	York	19	152 00
Godrich	Leeds	22	176 00	Pembroke	Brant	41	328 00	Whitby	Ontario	35	280 00
Godwin	Huron	31	248 00	Perth	Renfrew	20	160 00	Whitby	Ontario	82	656 00
Grimsby	Lincoln	31	248 00	Peterborough	Lennox	60	480 00	Woodstock	Glengarry	27	216 00
Guelph	Wellington	36	288 00	Pictou	Peterborough	101	808 00	Woodstock	Essex	84	672 00
Hamilton	City	101	808 00	Port Dover	Prince Edward	25	200 00	Woodstock	Oxford	36	288 00
Ingersoll	Oxford	28	224 00			17	136 00				

APPENDIX F.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT, TO
COMMON SCHOOLS IN ONTARIO, FOR 1870.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY
IN THE PROVINCE OF ONTARIO.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of apportionment to the several Municipalities for this year is the School population as reported by the Local Superintendents for 1869, as revised on comparison with previous returns. The total amount available for apportionment is the same as last year, but the large increase of population in some Townships has necessitated an increased grant, while the more stationary localities receive less.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The grants will be paid by the Hon. the Provincial Treasurer on the certificate of the Chief Superintendent. These certificates will be issued on or about 30th June, in favour of those Municipalities which have sent in, duly audited school accounts and Local Superintendents' reports to this office.

I trust that the liberality of your Council will be increased, in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 30th May, 1870.

APPORTIONMENT TO COUNTIES FOR 1870.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh.....	\$598 00
do for Separate Schools.....	\$97 00
Kenyon.....	547 00
Lancaster.....	388 00
do for Separate Schools.....	\$44 00
Lochiel.....	455 00
do for Separate Schools.....	\$110 00
	\$251 00 \$1988 00
Total for County, \$2,239 00.	

2. COUNTY OF STORMONT.

Cornwall.....	\$565 00
Finch.....	299 00
Osnabruck.....	662 00
Roxborough.....	346 00
	\$1872 00

3. COUNTY OF DUNDAS.

Township.	Apportionment.
Matilda.....	\$572 00
Mountain.....	432 00
Williamsburgh.....	536 00
Winchester.....	547 00
	\$2087 00

4. COUNTY OF PRESCOTT.

Alfred.....	\$169 00
Caledonia.....	119 00
Hawkesbury, East.....	308 00
do for Separate Schools.....	\$139 00
do West.....	248 00
Longueuil.....	191 00
Plantagenet, North.....	267 00
do for Separate Schools.....	\$17 00
do South.....	140 00
	\$156 00 \$1442 00
Total for County, \$1,598 00.	

5. COUNTY OF RUSSELL.

Township.	Apportionment.
Cambridge	\$50 00
Clarence	266 00
Cumberland	331 09
Russell	238 00
	<u>\$885 00</u>

6. COUNTY OF CARLETON.

Fitzroy	\$342 00
Gloucester	454 00
do for Separate Schools.....	\$28 00
Goulburn	356 00
Gower, North	302 00
Huntley	320 00
March	169 00
Marlborough	272 00
do for Separate Schools.....	\$23 00
Nepean	401 00
do for Separate School.....	\$39 00
Osgoode	438 00
do for Separate School.....	\$34 00
Torbolton	97 00
	<u>\$124 00</u>
	<u>\$3151 00</u>

Total for County, \$3,275 00.

7. COUNTY OF GRENVILLE.

Augusta	\$376 00
Edwardsburgh	601 00
do for Separate School.....	\$29 00
Gower, South	140 00
Oxford on Rideau	497 00
do for Separate Schools	\$14 00
Wolford.....	288 00
	<u>\$43 00</u>
	<u>\$2102 00</u>

Total for County, \$2,145 00.

8. COUNTY OF LEEDS.

Bastard and Burgess, South	\$522 00
Crosby, North.....	263 00
Crosby, South.....	260 00
Elizabethtown.....	612 00
Elmsley, South	175 00
Escott, Front	169 00
Kitley	353 00
do for Separate Schools	\$7 00
Leeds and Landsdowne, Front	380 00
do do Rear	270 00
Yonge, Front	216 00
Yonge and Escott, Rear	225 00
do for Separate Schools	\$5 00
	<u>\$12 00</u>
	<u>\$3445 00</u>

Total for County, \$3,457 00.

9. COUNTY OF LANARK.

Pathurst	\$349 00
Beckwith	299 00
Burgess, North	162 00
Dalhousie	189 00
do for Separate School	\$13 00
Darling	97 00
Drummond	288 00

COUNTY OF LANARK—(Continued).

Township.	Apportionment.
Elmaley, North	\$148 00
Lanark	232 00
Lavant	32 00
Montague	374 00
Pakenham.....	288 00
Ramsay	518 00
Sherbrooke, North	47 00
do South	72 00
	<u>\$13 00</u>
	<u>\$3115 00</u>

Total for County, \$3,128.

10. COUNTY OF RENFREW.

Admaston.....	\$274 00
Algoma	76 00
Alice	108 00
Bagot and Blithfield	151 00
Brougham	47 00
Bromley	158 00
Brudenell, Raglan, and Radcliffe	108 00
Grattan	138 00
do for Separate Schools.....	\$53 00
Griffith	18 00
Horton	160 00
McNab	225 00
Matawatchan	14 00
Pembroke	56 00
do for Separate Schools.....	\$27 00
Petewawa, Buchanan, and McKay	47 00
Rolph and Wylie.....	40 00
Ross	194 00
Sebastopol.....	65 00
Stafford	108 00
Westmeath	349 00
Wilberforce	245 00
	<u>\$80 00</u>
	<u>\$2651 00</u>

Total for County, \$2,731.

11. COUNTY OF FRONTENAC.

Barrie.....	\$36 00
Bedford	118 00
do for Separate School.....	\$32 00
Clarendon	14 00
Hinchinbroke	83 00
Kennebec	112 00
Kingston	435 00
do for Separate School	\$25 00
Loughborough	288 00
Miller	11 00
Olden	68 00
Oso	65 00
Palmerston	43 00
Pittsburgh.....	454 00
Portland	302 00
Storrington	367 00
Wolfe Island	325 00
do for Separate Schools.....	\$32 00
	<u>\$139 00</u>
	<u>\$2721 00</u>

Total for County, \$2,860.

12. COUNTY OF ADDINGTON.

Amherst Island	\$115 00
Anglesea and Kaladar	104 00

COUNTY OF ADDINGTON—(Continued).

Township.	Apportionment.
Camden, East	\$678 00
do for Separate School.....	\$20 00
Denbigh and Abinger	40 00
Ernestown	457 00
Sheffield	275 00
do for Separate School.....	\$53 00
	\$73 00 \$1669 00
Total for County, \$1,742.	

13. COUNTY OF LENNOX.

Adolphustown	\$76 00
Fredericksburgh, North	176 00
do South	162 00
Richmond	436 00
	\$850 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$351 00
Athol	200 00
Hallowell	364 00
Hillier	223 00
Marysburgh	443 00
Sophiasburgh	284 00
	\$1865 00

15. COUNTY OF HASTINGS.

Elzevir	\$135 00
do for Separate Schools	\$9 00
Hungerford	523 00
do for Separate School	\$10 00
Huntingdon	353 00
Madoc	464 00
Marmora and Lake	180 00
Rawdon	446 00
Sidney	529 00
Thurlow	486 00
Tudor	58 00
Tyendinaga	824 00
do for Separate Schools	\$15 00
	\$34 00 \$3998 00
Total for County, \$4,032.	

16. COUNTY OF NORTHUMBERLAND.

Alnwick	\$140 00
Brighton	425 00
do for Separate Schools.....	\$21 00
Cramahe	450 00
Haldimand	695 00
do for Separate Schools.....	\$32 00
Hamilton	648 00
Monaghan, South	162 00
Murray	468 00
Percy	397 00
do for Separate School.....	\$31 00
Seymour	489 00
do for Separate School.....	\$8 00
	\$92 00 \$3874 00
Total for County, \$3,966.	

17. COUNTY OF DURHAM.

Township.	Apportionment.
Cartwright	\$342 00
Cavan	583 00
Clarke	677 00
Darlington	702 00
Hope	605 00
Manvers	497 00
	\$3406 00

18. COUNTY OF PETERBOROUGH.

Asphodel	\$360 00
do for Separate Schools.....	\$25 00
Belmont and Methuen.....	166 00
Burleigh	76 00
Cardiff	—
Chandos	12 00
Douro	364 00
Dummer	248 00
Dysart	36 00
Ennismore	144 00
Galway	94 00
Harvey	43 00
Minden	83 00
Monaghan, North	137 00
Otonabee	413 00
do for Separate School.....	\$27 00
Smith	367 00
Snowdon	50 00
Stanhope	10 00
	\$52 00 \$2603 00
Total for County, \$2,655.	

19. COUNTY OF VICTORIA.

Anson	\$40 00
Bexley	47 00
Carden	101 00
Draper, Stephenson, Ryde, and Oakley	43 00
Eldon	296 00
Emily	493 00
Fenelon	378 00
Laxton and Digby	83 00
Lutterworth	22 00
Macaulay	22 00
Mariposa	684 00
Ops	439 00
Somerville	86 00
Verulam	274 00
	\$3011 00

20. COUNTY OF ONTARIO.

Brock	\$500 00
Mara and Rama	309 00
do for Separate School.....	\$11 00
Pickering	896 00
Reach	792 00
Scott	338 00
Seungog Island	83 00
Thorah	205 00
Uxbridge	554 00
Whitby, East	378 00
do West	331 00
	\$11 00 \$4476 00
Total for County, \$4,487.	

21. COUNTY OF YORK.

Township.	Apportionment.	
Denbroke	\$338 00	
do for Separate School	\$15 00	
Georgina	216 00	
Gwillimbury, East	421 00	
do North	245 00	
King	904 00	
Markham	868 00	
Scarborough	304 00	
Vaughan	868 00	
Whitchurch	612 00	
York	862 00	
do for Separate Schools	\$157 00	
	\$172 00	\$5838 00
Total for County, \$5,010.		

22. COUNTY OF PEELE.

Allison	\$437 00	
Caledon	601 00	
Chinguacousy	677 00	
City of Toronto	131 00	
do for Separate School	\$17 00	
Toronto	677 00	
	\$17 00	\$2583 00
Total for County, \$2,600.		

23. COUNTY OF SIMCOE.

Adjala	\$320 00	
Essex	490 00	
Floa	180 00	
Gwillimbury, West	367 00	
Innisfil	663 00	
do for Separate School	\$7 00	
Medonte	300 00	
Mono	511 00	
Monck	44 00	
Morrison	61 00	
Muskoka	25 00	
Mulmur	338 00	
Nottawasaga	608 00	
Orillia and Matchedash	134 00	
do for Separate School	\$17 00	
Oron	472 00	
Sunnidale	162 00	
Tay	112 00	
Tiny	245 00	
Tecumseh	472 00	
Toronto	191 00	
Vespra	179 00	
do for Separate Schools	\$12 00	
	\$36 00	\$5874 00
Total for County, \$5,910.		

24. COUNTY OF HALTON.

Requesing	\$659 00	
Nassagaweya	335 00	
Nelson	468 00	
Trafalgar	529 00	
	\$1991 00	

25. COUNTY OF WENTWORTH.

Ancaster	\$478 00	
Barton	266 00	
Beverley	666 00	

COUNTY OF WENTWORTH—(Continued).

Township.	Apportionment.	
Blenbrook	\$216 00	
Flamborough, East	438 00	
do for Separate School	\$23 00	
do West	402 00	
do for Separate School	\$30 00	
Granford	245 00	
Salisbury	299 00	
	\$52 00	\$3000 00
Total for County, \$3,062.		

26. COUNTY OF BRANT.

Brantford	\$662 00	
Burford	736 00	
Dumfries, South	367 00	
Oakland	130 00	
Oronodaga	309 00	
	\$2124 00	

27. COUNTY OF LINCOLN.

Caistor	\$223 00	
Clinton	277 00	
Gainsborough	331 00	
Grantham	406 00	
do for Separate School	\$37 00	
Grimsby	306 00	
Louth	209 00	
Niagara	227 00	
	\$37 00	\$1979 00
Total for County, \$2,016.		

28. COUNTY OF WELLAND.

Bertie	\$274 00	
Crowland	155 00	
Humberstone	286 00	
do for Separate School	\$56 00	
Pelham	266 00	
Stamford	266 00	
do for Separate School	\$40 00	
Thorold	252 00	
Wainfleet	284 00	
Willoughby	111 00	
do for Separate School	\$9 00	
	\$105 00	\$1894 00
Total for County, \$1,999.		

29. COUNTY OF HALDIMAND.

Canborough	\$133 00	
Cayuga, North	216 00	
do South	115 00	
Dunn	119 00	
Moulton and Sherbrooke	209 00	
Oneida	297 00	
do for Separate School	\$27 00	
Rainham	234 00	
Seneca	403 00	
Walpole	646 00	
do for Separate School	\$13 00	
	\$40 00	\$2372 00
Total for County, \$2,412.		

30. COUNTY OF NORFOLK.

Township.	Apportionment.
Charlotteville	\$425 00
Houghton	263 00
Middleton	378 00
Townsend	666 00
Walsingham	547 00
Windham	502 00
do for Separate School.....	\$27 00
Woodhouse	428 00
	\$27 00 \$3209 00
Total for County, \$3,236.	

31. COUNTY OF OXFORD.

Blanford	\$220 00
Blenheim	792 00
Dereham	655 00
Nimour, East	508 00
Norwich, North	371 00
do South	288 00
Oxford, North	184 00
do East	284 00
do West	324 00
Zorra, East	540 00
do West	382 00
	\$4548 00

32. COUNTY OF WATERLOO.

Dumfries, North	\$410 00
Waterloo	943 00
Wellesley	624 00
do for Separate Schools.....	\$92 00
Wilmot	571 00
do for Separate Schools	\$59 00
Woolwich	648 00
	\$151 00 \$3196 00
Total for County, \$3,347.	

33. COUNTY OF WELLINGTON.

Amaranth	\$216 00
Arthur	302 00
do for Separate Schools.....	\$152 00
Eramosa	439 00
Erin	659 00
Garafraxa, East	328 00
do West	335 00
Guelph	302 00
Luther	180 00
Maryborough	540 00
Minto	472 00
Nichel	288 00
do for Separate School.....	\$22 00
Peel	631 00
do for Separate School.....	\$107 00
Pilkington	253 00
do for Separate School.....	\$31 00
Psalinch	583 00
	\$312 00 \$5528 00
Total for County, \$5,840.	

34. COUNTY OF GREY.

Artemesia	\$426 00
do for Separate School.....	\$13 00

COUNTY OF GREY—(Continued).

Township.	Apportionment.
Bentinck	\$587 00
Collingwood	374 00
Derby	234 00
Egremont	418 00
Euphrasia	302 00
Glencig	408 00
do for Separate School.....	\$82 00
Holland	383 00
do for Separate School.....	\$31 00
Keppel, Sarawak, and Brooke	187 00
Melancthon	224 00
do for Separate School.....	\$21 00
Normanby	552 00
do for Separate School.....	\$31 00
Osprey	396 00
Proton	210 00
do for Separate School.....	\$35 00
St. Vincent	551 00
Sullivan	264 00
do for Separate School.....	\$6 00
Sydenham	440 00
do for Separate School.....	\$21 00
	\$240 00 \$5956 00
Total for County, \$6,196.	

35. COUNTY OF PERTH.

Blanchard	\$450 00
Downie	418 00
do for Separate School.....	\$54 00
Easthope, North	338 00
do South	284 00
Ellice	281 00
do for Separate School.....	\$11 00
Elma	378 00
Fullarton	363 00
Hibbert	436 00
Logan	302 00
Mornington	468 00
do for Separate School.....	\$14 00
Wallace	414 00
	\$79 00 \$4122 00
Total for County, \$4,201.	

36. COUNTY OF HURON.

Ashfield	\$490 00
Colborne	252 00
Goderich	443 00
Grey	461 00
Hay	529 00
Howick	529 00
Hullett	432 00
do for Separate School.....	\$22 00
McKillop	490 00
Morris	414 00
Stanley	464 00
Stephen	403 00
do for Separate School.....	\$11 00
Tuckersmith	493 00
Turnberry	338 00
Usborne	497 00
Wawanosh, East	320 00
do West	251 00
do for Separate School.....	\$19 00
	\$52 00 \$6796 00
Total for County, \$6,848.	

37. COUNTY OF BRUCE.

Township.	Apportionment.
Albemarle and Amabel.....	\$112 00
Arran	490 00
Brant	605 00
Bruce	378 00
Carrick	576 00
do for Separate School.....	\$29 00
Culross	414 00
Elderslie.....	346 00
Greenock	276 00
do for Separate School.....	\$26 00
Huron	378 00
Kincardine	490 00
Kinloss	338 00
Saugeen.....	274 00
	<u>\$355 00</u> <u>\$4677 00</u>

Total for County, \$4,732.

38. COUNTY OF MIDDLESEX.

Adelaide	\$356 00
Biddulph	455 00
do for Separate School.....	\$42 00
Caradoc	529 00
Delaware	202 00
Dorchester, North	544 00
Elkfrid	324 00
Lobo	364 00
London	1127 00
McGillivray	571 00
do for Separate School.....	\$16 00
Metcalf	274 00
Mosa	378 00
Nissouri, West.....	414 00
Westminster.....	604 00
do for Separate School.....	\$16 00
Williams, East	292 00
do West	299 00
do for Separate School.....	\$86 00
	<u>\$160 00</u> <u>\$6733 00</u>

Total for County, \$6,893.

39. COUNTY OF ELGIN.

Aldborough	\$302 00
Bayham	515 00
Dorchester, South	234 00
Dunwich	400 00
Malahide	569 00
Southwold	605 00
Yarmouth	634 00
	<u>\$3259 00</u>

40. COUNTY OF KENT

Township.	Apportionment.
Camden and Gore	\$367 00
Chatham and Gore.....	407 00
Dover, East and West	288 00
Harwich	541 00
do for Separate Schools.....	\$24 00
Howard'	470 00
do for Separate School.....	\$20 00
Orford	295 00
Raleigh	375 00
do for Separate School	\$111 00
Romney	76 00
Tilbury, East	169 00
Zone	104 00
	<u>\$155 00</u> <u>\$3092 00</u>

Total for County, \$3,247.

41. COUNTY OF LAMBTON.

Bosanquet	\$490 00
Brooke	288 00
Dawn	112 00
Enniskillen	148 00
Euphemia	252 00
Moore	432 00
do for Separate School.....	\$22 00
Plympton	539 00
Sarnia	302 00
Sombra	211 00
do for Separate School.....	\$34 00
Warwick	439 00
	<u>\$56 00</u> <u>\$3203 00</u>

Total for County, \$3,259.

42. COUNTY OF ESSEX.

Anderdon	\$130 00
do for Separate School.....	\$36 00
Colchester	277 00
Gosfield	310 00
Maidstone	209 00
Malden	180 00
Mersea	324 00
Rochester	194 00
Sandwich, East	302 00
do West	234 00
Tilbury, West	212 00
	<u>\$36 00</u> <u>\$2372 00</u>

Total for County, \$2,406.

SUMMARY OF APPORTIONMENT TO COUNTIES, 1870.

COUNTIES.	Common School	R. C. Separate Schools.	Total	COUNTIES.	Common Schools.	R. C. Separate Schools.	Total
	\$ cts.	\$ cts.	\$ cts.		\$ cts.	\$ cts.	\$ cts.
1. Glengarry	1988 00	251 00	2239 00	23. Simcoe	5874 00	36 00	5910 00
2. Stormont	1872 00		1872 00	24. Halton	1991 00		1991 00
3. Dundas	2087 00		2087 00	25. Wentworth ...	3000 00	52 00	3052 00
4. Prescott	1442 00	156 00	1598 00	26. Brant	2124 00		2124 00
5. Russell	885 00		885 00	27. Lincoln	1979 00	37 00	2016 00
6. Carleton	3151 00	124 00	3275 00	28. Welland	1894 00	105 00	1999 00
7. Grenville	2102 00	43 00	2145 00	29. Haldimand ...	2372 00	40 00	2412 00
8. Leeds	3445 00	12 00	3457 00	30. Norfolk	3209 00	27 00	3236 00
9. Lanark	3115 00	13 00	3128 00	31. Oxford	4548 00		4548 00
10. Renfrew	2651 00	80 00	2731 00	32. Waterloo	3196 00	151 00	3347 00
11. Frontenac	2721 00	139 00	2860 00	33. Wellington ...	5528 00	312 00	5840 00
12. Addington	1669 00	73 00	1742 00	34. Grey	5956 00	240 00	6196 00
13. Lennox	850 00		850 00	35. Perth	4122 00	79 00	4201 00
14. Prince Edward.	1865 00		1865 00	36. Huron	6796 00	52 00	6848 00
15. Hastings	3998 00	34 00	4032 00	37. Bruce	4677 00	55 00	4732 00
16. Northumberland	3874 00	92 00	3966 00	38. Middlesex	6733 00	161 00	6893 00
17. Durham	3406 00		3406 00	39. Elgin	3259 00		3259 00
18. Peterborough..	2603 00	52 00	2655 00	40. Kent	3092 00	155 00	3247 00
19. Victoria	3011 00		3011 00	41. Lambton	3203 00	56 00	3259 00
20. Ontario	4476 00	11 00	4487 00	42. Essex	2372 00	36 00	2408 00
21. York	5838 00	172 00	6010 00	District of Algoma.	300 00		300 00
22. Peel	2833 00	17 00	2850 00				
GRAND TOTALS.					\$ cts.	\$ cts.	\$ cts.
Counties and Districts	135857 00	2862 00	138719 00				
Cities	7303 00	3488 00	10791 00				
Towns	10212 00	2269 00	12481 00				
Villages	7252 00	433 00	7685 00				
Reserved for new schools and townships imperfectly reported	324 00		324 00				
	160948 00	9052 00	170000 00				

APPENDIX G.

FREE PUBLIC SCHOOL LIBRARIES IN ONTARIO.

"The Public School Libraries are becoming the crown and glory of the institutions of the Province."—
 LORD ELGIN at the Provincial Exhibition, Sept., 1854.

"Had I the power, I would scatter libraries over the whole land, as the sower sows his seed."—HORACE
 MANN.

A.—PROVISIONS OF THE LAW RELATING TO PUBLIC SCHOOL LIBRARIES IN ONTARIO.*

The following are the general provisions of the law relating to the establishment of public school libraries. They have been inserted for the information and guidance of all parties concerned or interested in the promotion of libraries in townships and school sections in Ontario.

1. City and Town Municipal Councils

The *sixtieth* section of the Consolidated Common School Act of Upper Canada, provides that the Municipal Council of each city, town or village in Upper Canada is hereby

* For Library Regulations, see "Library Manual."

invested, within its limits, with the same powers, and shall be subject to the same obligations as are the municipal councils of each county and township, [in regard to libraries, as follows] :—

2. County Municipal Councils.

The *fifty-second* section enacts that each county council shall raise by assessment, such sums of money as it may judge expedient for the establishment and maintenance of a county common school library.

3. Township Municipal Councils.

The *thirty-fourth* section enacts that township councils may levy such sums as they judge expedient for purchasing books for a township library, under such regulations as may be provided in that behalf.

4. Trustees of Rural School Sections.

The *twenty-seventh* section of the Consolidated Common School Act, makes it the duty of trustees * * * (19) to appoint a Librarian, and to take such steps authorized by law as they may judge expedient, for the establishment, safe keeping, and proper management of a school library in their section, whenever provision has been made and carried into effect for the establishment of school libraries.

5. Boards of School Trustees in Cities, Towns and Villages.

The *seventy-ninth* section of the same Act, provides that "It shall be the duty of the Board of School Trustees of every city, town and village respectively * * *

(7) To do whatever they may judge expedient * * * for establishing and maintaining school libraries.

(11) To prepare from time to time and lay before the municipal council of the city, town or village, an estimate of the sums which they think requisite * * * (e) For the establishment and maintenance of school libraries.*

(15) * * * to appoint a librarian to take charge of school library or libraries when established.

6. School Visitors.

The *one hundred and second* section enacts that school visitors may devise such means as they deem expedient for promoting the establishment of libraries and the diffusion of useful knowledge.

7. Boards of Public Instruction.

The *second* clause of the *ninety-eighth* section empowers county boards of public instruction to adopt all lawful means in their power, as they may judge expedient, to promote the establishment of school libraries and to diffuse useful knowledge in the county or circuit.

8. Local Superintendents.

The *twelfth* clause of the *ninety-eighth* section, sub clause (*f*), enacts that it shall be the duty of each local superintendent to prepare and transmit to the Chief Superintendent of Education an annual report which shall state the number of libraries under his superintendence; their extent, and how established and supported.

9. Public Bodies which can Establish School Libraries..

From the foregoing extracts from the school law, it will be seen that the following municipalities and school corporations are authorized to provide means for the establishment and support of public school libraries in Upper Canada.

1. County, city, town, township, and village councils.
2. Boards of school trustees in cities, towns, and villages.
3. Trustees of rural school sections.

* The Board may also raise this money themselves by a direct tax.

10. Duties of School Authorities in regard to School Libraries.

It will also be seen from the above, that it is the official duty and privilege of local superintendents, school visitors, and boards of public instruction, to aid, with their council and advice, in the general establishment of Public School libraries throughout the country.

Where trustees neglect to comply with the library regulations in maintaining the library provided for their section by the municipality, the local superintendent is authorized to withhold the apportionment of the school fund from their section until the regulations are complied with. They likewise subject themselves to the additional penalties, by the *twenty-third* and *thirty-first* sections of the Consolidated Common School Act of Upper Canada. The property of every public library is exempt from taxation. *One hundred per cent.* is allowed by the Chief Superintendent on all sums over *five dollars* remitted to the Department for library books, maps, apparatus, and prize books.

B.—STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY THE PUBLIC SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS, AND APPARATUS, ETC.

In 1850 and 1851, the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, etc., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject. From his Report to the Chief Superintendent on the result of his mission, we make the following extracts. He says: "Upon enquiry, I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of $2\frac{1}{2}$, 5, $7\frac{1}{2}$ or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz.:—7 as 6 $\frac{1}{2}$, 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the schools with a very greatly increased variety of books at the old rates, viz.:—on an average currency for sterling prices (i.e., 20 cents for the shilling sterling)."

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the schools, the Committee reported to the House upon the facts as follows:—

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are *satisfactory*, and *well fitted for securing the same on the most favourable terms*. *The mode of disposing of the books is equally satisfactory.*"

C.—REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS.

In his *Special Report* in 1858, the Chief Superintendent thus refers to the regulations for selecting Library and Prize Books for the Schools:—

"If anything could add force to the official documents referred to [detailing the establishment of our library system], it would be the personal testimony of the Earl of Elgin, who was Governor-General of Canada during the whole period of the establish-

ment and maturing of the Normal and Library branches of the school system, who familiarized himself with its working and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School 'the seed-plot of the whole system;' on another occasion, with no less force than heart, he designated 'Township and County Libraries as the crown and glory of the institutions of the Province.' On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate report of his Canadian administration.

LORD ELGIN'S OPINION OF THEM

In that report, dated December, 1854, he devotes several pages to a comprehensive view of our school system, including a minute account of the system of public libraries, and the general machinery and administration of the school law and its results. * * * After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the Educational Department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it, I think, be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are, in point of fact, public libraries intended for the use of the general population; and they are entitled school libraries, because their establishment has been provided for in the School Act, and their management confided to the school authorities.

"Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the States, however, which have appropriated funds for library purposes, the selection of books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlars, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken which, I trust, will have the effect of obviating this great evil.

"In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the legislature under the following condition: 'That no aid should be given towards the establishment and support of any school library, unless an equal amount be contributed or expended from local sources for the same object;' and the Council of Public Instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. 'Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and public notice given of such disapproval.'

"The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and management of public school libraries in Upper Canada, the following rule:—'In order to prevent the introduction of improper books into libraries, it is required that no book shall be admitted into any public school library established under these regulations, which is not included in the catalogue of public school library books prepared according to law;' and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings:

" 'The Council regards it as imperative that no work of a licentious, vicious, or

immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.*

"2. Nor is it in the opinion of this Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to works on ecclesiastical history, the Council agree on a selection of the most approved works on each side.

"4. With these exceptions and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

["5. A want having been felt by Local Superintendents, and other local school authorities, of a judicious selection of standard works of fiction for the public libraries, it has been represented to the Council of Public Instruction that such a selection would, to a great extent, supersede the use of pernicious literature in the country, and would conduce to the elevation of literary taste, while the strong desire that is felt for light literature for the leisure hour could thus be innocently gratified. The Council acceded to the wish thus expressed in 1868, and have authorized a selection of works of fiction to be placed on the catalogue.]

"6. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the Council in the purchase of such by any municipality, should it think proper to do so.

"7. The general catalogue of books for public school libraries may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear."

"The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes, that in the case of the libraries established up to the present time, the local authorities have, in a large number of instances, assigned the task of selecting books to the Chief Superintendent; that in some they have, by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to amount of the apportionment of the library grant. The Chief Superintendent recommends the last as a preferable mode. The total number of volumes issued from the Educational Department to public libraries in Upper Canada, from November, 1853, when the issue commenced, to the end of August last, was 62,866. [And to the end of 1869, 237,648—or, including those sent out as prizes, &c., &c., 691,561, or nearly 700,000 volumes—nearly ten times the number sent out in Lord Elgin's time.]"

D.—REMARKS ON THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of school libraries, to provide for the accomplishment of the following objects:

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.
2. The protection of any local parties from imposition, by interested itinerant book vendors, in regard to both the prices and the character of books introduced into their libraries.

* The first and part of the second of these paragraphs have been adopted verbatim in the new School Law and Regulations of New Brunswick relating to public libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Ontario.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, of a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of restrictions upon local exertion, either as to the sums raised, or the manner of raising them, whether in a school section, or township or county, and the encouragement of such exertions, by proportioning in all cases the amount of public aid to the amount raised by local effort.

E.—REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS TO THE PUBLIC SCHOOLS.

These regulations are as follows:—

"1. The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person, acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

"2. Catalogues and forms of Application will be furnished to School authorities on their application.

"3. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be necessary for the Trustees to send not less than five dollars additional for each class of books, &c., with the proper forms of application for each class.

"4. The one hundred per cent. will not be allowed on any sum less than five dollars, for each of the three classes of articles, viz.: (1) maps, and apparatus, (2) library and (3) prize books. Text books cannot be furnished on the terms mentioned above: they must be paid for at the net catalogue prices.

"5. In cases where the Books ordered are not in stock, the Department selects and sends others of a like character, subject, however, to the approval of the trustees, &c. If any errors be discovered, they should be notified at once, and the invoice returned, in order that the errors may be rectified. Should additional books be required, directions should be given as to the mode of their transmission.

"6. In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any Public School Library established under these regulations which is not included in the authorized list of Public School Library Books.

"7. In transmitting an order for any of the articles on sale at the Depository, it should be accompanied with a remittance—and directions should also be given as to the parties to whom the parcel should be sent. When the article ordered is not in stock, the nearest selection to it is made, subject, however, to the approval of Trustees, &c. Nearly all the Apparatus sent out is of Canadian Manufacture. In making out orders the titles of Books need not be given, the number and page on catalogue are all that is necessary."

F.—FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the institutions of the Province."—*Lord Elgin.*

"Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed."—*Horace Mann.*

Under the regulations of the Department, each County Council can establish *four*

classes of libraries in their Municipality as follows: City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first or third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and ratepayers.

2. A *General Public Lending Library*, available to all the ratepayers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

G.—PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

1. In this catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

2. Text-books must be paid for at the full catalogue price. Colleges, private and Sunday schools, will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession,

H.—SUNDAY SCHOOL BOOKS AND REQUISITES

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Ontario. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can, however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i.e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion). These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodist, and from the various extensive publishers in Britain and the United States, but the list will be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c., not desired, which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

I.—ROUTINE IN THE DEPARTMENT IN REGARD TO THE DEPOSITORY.

From the Report of the Committee of the House of Assembly, and from the Memo-

randum of the Deputy Superintendent laid before the House of Assembly in 1869, with the Chief Superintendent's Return on the subject, we select the following passages relative to the routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows :—

"Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper officers, whose several duties require them to make entries in various books, through which every item can readily be traced.

"They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the institution [Trustees' School seals merely], and that all expenditures are made by cheque, properly countersigned by the different hands of the department to which they respectively belong.

"They find that a perfect system of registration of every communication received by the department is maintained, by means of which, the several officers to whose department the communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

"Your Committee find that the amount yearly received by the Department from the Municipalities for books, maps, &c., is very considerable, amounting in 1868, to \$29,004²⁰/₁₀₀, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department."

2. The memorandum of the Deputy Superintendent states that all orders for England or the United States for books and requisites are prepared by him for approval by the Chief Superintendent. Requisitions for articles to be manufactured in the City are supervised by him for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisitions to the Stationery Office, and all orders for printing to the Queen's Printer from the Department and Normal School, are made in the same manner.]

All contracts, agreements, bills and invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the sales paper, and approved by him before being sent off by post.

The selling prices of all library and prize books, and all other school requisites received from England and elsewhere, are, under the general scale approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of books for local school libraries and prizes, after revision by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of library and prize books entirely to the Department. In such cases, regard is had to the condition of the school, the number and ages of the scholars, the character of the neighbourhood, whether old or new settlement, and the attainments of the pupils, the nature of the population, whether Protestant or Roman Catholic, or mixed nationality—whether Irish, Scotch, or German, &c., or any other peculiarity suggested by the parties sending the order, or incident to the case.

NOTE.—Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each clerk having anything to do with an order affixes his initials to it, indicating that part of it for which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect or omission is readily traced. In a year's transactions, involving the sending out about \$35,000 worth of material to the schools, not more than from six to eight such cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the parties themselves.

J.—PRINCIPAL ARTICLES OF CANADIAN MANUFACTURE.

The Canadian School Apparatus embraces, among other things, Planetariums, Tellurians, Lunarians, Celestial Spheres, Numeral Frames, Geometrical Forms and Solids, &c. Also, a great variety of Object Lessons, Diagrams, Charts and Sheets. Magic Lanterns, with suitable slides, from \$2.40 to \$1.20 with objects, Telescopes, Barometers, Chemical Laboratories, beautiful Geological Cabinets, and various other Philosophical Apparatus in great variety. Catalogues and printed Forms of Application may be had at the Depository.

General School Room Maps, Raised Maps, Map Cases, Rotary Map Stands, Globes, and Elementary School Apparatus relating to Astronomy, Natural Philosophy, Pneumatics, Electricity, Electro-Magnetism, Optics, Chemistry, &c., &c., may be obtained by schools at the Depository of the Education Department, Toronto.

APPENDIX H

LIST OF AUTHORIZED TEXT BOOKS.

(Sanctioned by the Council of Public Instruction for use in the Grammar Schools of Ontario).

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated Grammar School Act, and approved by the Lieutenant-Governor, and others are *recommended*. The use of the books *recommended* is discretionary with the Board of Trustees. The Council has decided that the books on English subjects authorized for Grammar Schools may also be used in Common Schools.

I. LATIN.

TEXT BOOKS PRESCRIBED :

Harkness's New Series. viz. :

1. An Introductory Latin Book. By Albert Harkness, Ph. D.
2. A Latin Reader, intended as a Companion to the Author's Latin Grammar. By Albert Harkness, Ph. D.
3. A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph. D.

If preferred, the following may be used instead of the above series :

Arnold's First and Second Latin Books and Practical Grammar, revised and corrected. By J. A. Spencer, D.D.

A Smaller Grammar of the Latin Language. By William Smith, LL.D. .

LATIN DICTIONARY RECOMMENDED : (See note above.)

A Latin-English and English-Latin Dictionary. By Charles Anthon, LL.D., or,
The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M.A.

II. GREEK.

TEXT BOOKS PRESCRIBED :

A First Greek Book, comprising an Outline of Grammar and an Introductory Reader. By Albert Harkness, Ph. D.

A Smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtius.

GREEK LEXICON RECOMMENDED : (See note above.)

Liddell and Scott's Greek-English Lexicon.

III. ANCIENT HISTORY, CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

TEXT BOOKS PRESCRIBED :

A Manual of Ancient History. By Dr. Leonhard Schmitz.
First Steps in Classical Geography. By Prof. James Pillans.

CLASSICAL DICTIONARIES, &C., RECOMMENDED : (See preceding note.)

A Classical Dictionary of Biography, Mythology, and Geography. By Wm. Smith, LL.D.

A Dictionary of Greek and Roman Antiquities. By Wm. Smith, LL.D., or,

A Classical Dictionary. By Charles Anthon, LL.D.

A Manual of Roman Antiquities. By Charles Anthon, LL.D.

A Manual of Greek Antiquities. By Charles Anthon, LL.D.

IV. FRENCH.

TEXT BOOKS PRESCRIBED :

The Grammar of French Grammars. By Dr. V. De Fivas, M.A.

An Introduction to the French Language. By De Fivas.

History of Charles XIII. of Sweden. By Voltaire.

Horace: A Tragedy. By Corneille.

A Complete Dictionary of the French and English Languages. By Gabriel Surenne.
Spiers' New Abridged Edition.

V. ENGLISH.

TEXT BOOKS PRESCRIBED :

The Canadian National Series of Reading Books. (Authorized edition.)

The Spelling Book, a Companion to the Reader. (Authorized edition.)

Miller's Analytical and Practical English Grammar. (Authorized edition.)

An English Grammar for Junior Classes. By H. W. Davies, B.D. (Authorized edition.)

A History of English Literature, in a Series of Biographical Sketches. By William Francis Collier, LL.D.

VI. ARITHMETIC AND MATHEMATICS.

TEXT BOOKS PRESCRIBED :

National Arithmetic in Theory and Practice. By J. H. Sangster, M.A., M.D. (Authorized edition.)

Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurphy, M.A.

Elements of Algebra. Todhunter's or Sangster's.

Euclid's Elements of Geometry. Potts' or Todhunter's.

VII. MODERN GEOGRAPHY AND HISTORY.

TEXT BOOKS PRESCRIBED :

Lovell's General Geography. (Authorized edition.) By J. George Hodgins, LL.D., Barrister-at-Law.

Easy Lessons in General Geography. By ditto. (Authorized edition.)

A School History of the British Empire. By William Francis Collier, LL.D.

A History of Canada and of the other British Provinces of North America. By J. George Hodgins, LL.D., Barrister-at-Law.

Outlines of General History. By William Francis Collier, LL.D.

TEXT BOOK RECOMMENDED :

The Great Events of History. By William Francis Collier, LL.D.

VIII. PHYSICAL SCIENCE.

TEXT BOOKS PRESCRIBED (See preceding note.)

Introductory Course of Natural Philosophy. Edited from Ganot's Popular Physics, by W. G. Peck, M.A.

How Plants Grow : a Simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D.

Hooker's Smaller Treatise on Physiology.

IX. MISCELLANEOUS.

TEXT BOOKS RECOMMENDED : (See preceding note.)

A Comprehensive System of Book-keeping, by Single and Double Entry. By Thomas R. Johnson.

Field Exercise and Evolutions of Infantry. Published by Authority. Pocket Edition (for Squad and Company Drill).

The Modern Gymnast. By Charles Spencer.

A Manual of Vocal Music. By John Hullah.

Three-Part Songs. By H. F. Sefton. (Authorized edition.)

National Mensuration.

Scripture Lessons—Old and New Testaments. (National.)

Lessons on the Truth of Christianity. (National.)

The following books, approved by the whole Committee of the Council of Public Instruction for Quebec, are also sanctioned for use by French pupils, in Common Schools of this Province in which there are both Protestant and Roman Catholic pupils:

Cours d'Arithmetique Commerciale. (Senecal, Montreal.)

Abrege de la Geographie Moderne. (Société d'Education du Quebec.)

La Geographie Moderne de M. Holmes, M.A.

Grammaire pratique de la Langue Anglaise. Par P. Saddler. (Paris.)

Traite Elementaire d'Arithmetique. Par F. X. Toussaint.

Le Premier Livre de L'Enfance (de Poitevin),

Cours de Versions Anglaises. Par P. Saddler. (Paris.)

Grammaire Française Elementaire. Par F. P. B.

For German Schools, Klotz's German Grammar is sanctioned.

APPENDIX I.

THE EDUCATIONAL MUSEUM FOR ONTARIO.

1. *Rules for the Admission of Visitors to the Educational Museum, Toronto.*

I. The Museum is open daily for Exhibition, Sundays and Holidays excepted, from 9 a.m. until 5 p.m.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and Umbrellas to be left in the Visitors' Room.

2. *Character and Objects of the Museum.*

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as a part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds, and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of

specimens of the Natural History of the Country, Caste of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History ; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are *labelled*, for the information of those who are not familiar with the originals, and a descriptive historical catalogue of them can be purchased at the Museum. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that, "the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people ;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy, constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means for travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters ; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario share of the School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science, and literature by means of models, objects and publications, collected in a museum in connection with this department.

3. *Principal Contents of the Museum.*

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Reports of 1856 and 1857, pages 246 and 106 :—

I. SCULPTURE:

1. Greek and Roman Antiques.
2. Modern French and English.
3. Assyrian.
4. Egyptian.
5. Architectural.

III. ENGRAVINGS.

1. On Steel and Copper.
2. Lithographs.
3. Chromo-Lithographs.

II. PAINTINGS:

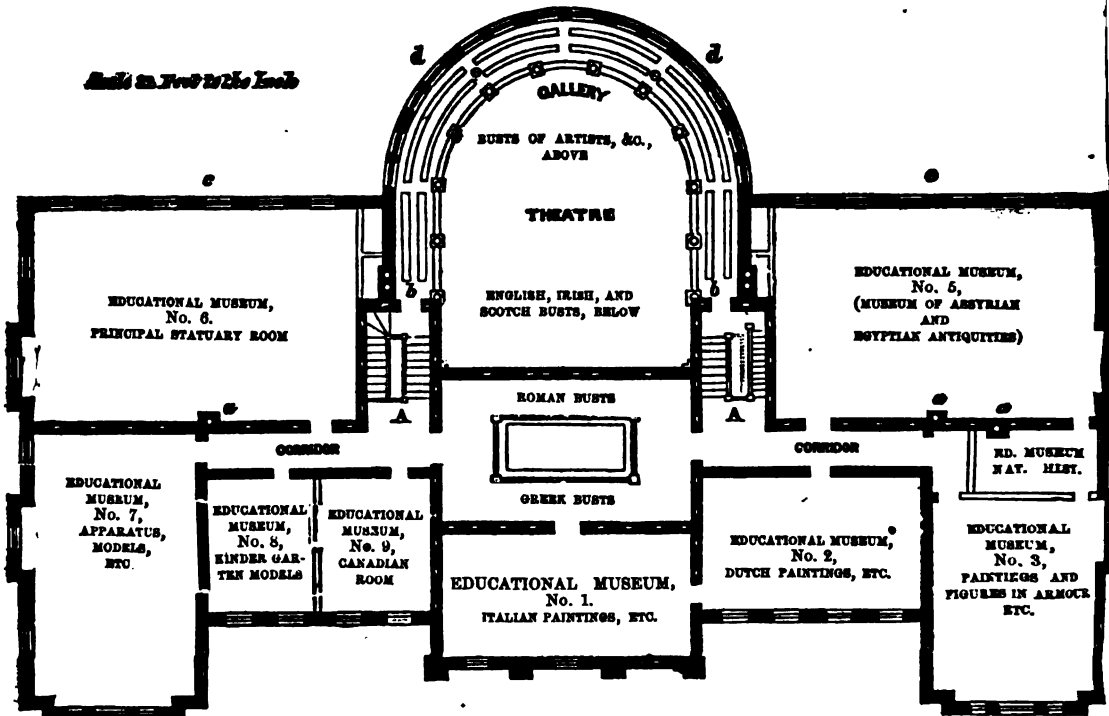
1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

IV. WORKS ILLUSTRATING THE HISTORY OF ART, &c. :

1. In French and Italian.
2. In English.

V. OTHER OBJECTS OF INTEREST :

1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.
7. Photographs, Copies of Porcelain and Rock Crystal Ware, Decorative Plate, Bronzes, &c., &c.



PLAN OF EDUCATIONAL MUSEUM.—FIRST FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 2.

[*Key to References on Plan No. 1.*—North of the central hall is the theatre, with the lecturer's entrance in the centre, *B*; and side entrances, east and west, *d, d*, for the public. Here the aisles are marked *a, b, c*, with seats arranged between them; the lecturer's platform being placed between *B* and *c*. This portion of the theatre is designed to accommodate 470 persons, and the galleries 150, making in all 620. Around the theatre, and beneath its gallery, are east and west corridors leading to the Model Schools, and the Normal School in the new building in the rear, facing Gerrard Street. *A, A*, staircases leading to the first floor; *C* and *D*, west and east entrances to the Department and the Depository; *f f* and *g g* are ventilators leading from the different rooms to the cupola at the top of the building, where they are discharged.]

[*Key to References on Plan No. 2.*—*A, A*, lobbies at the head of the principal staircases leading to the east and west corridors respectively—off which are the rooms of the Museum; *a, a, a*, ventilators connecting with those from below; *b, b*, doors on the first landing, leading to the east and west galleries of the theatre; *c, c*, northern tier of windows of the principal statuary room and School of Art; *d, d*, northern tier of windows of the theatre gallery; *e, e*, aisles and seats of the theatre gallery.]

APPENDIX J.

COMMUNICATIONS WITH THE EDUCATION DEPARTMENT.

As many parties in correspondence with the Education Department do not comply with the postage law in the pre-payment of their letters (thereby increasing the postage charge by nearly fifty per cent.), the effect has been to swell unduly this item of the contingencies of the department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service, like that of the Dominion Executive Departments, goes free. But this is an entire mistake, as it is necessary to pre-pay all letters to the *Provincial* Departments. It will be necessary, therefore, that all correspondence with this department be pre-paid (as it is on letters, &c., going from the department), and that thinner paper be used in all cases. Several letters that might occupy but one page have been received written on large thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portion of it sent as may be written on. All other portions have to be cut off when the letter is filed in the department.

Pre-payment of Postage on Books and Parcels.

2. According to the postage law, the postage on all books, parcels, printed circulars, &c., sent through the post, must be pre-paid by the sender at the rate of one cent per ounce. Local superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage at the rate specified, as may be necessary.

Regulations in regard to Grammar, Common and Separate School Returns.

5. All official returns to the Chief Superintendent, or a Local Superintendent, which are made upon the printed blank forms furnished by the Education department, *should be pre-paid one cent, and open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

Appeals and Miscellaneous Communications to the Education Department for Ontario.

4. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education; and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay and save expense, it will be necessary for any person thus appealing:—1. To furnish the party against whom the appeal may be made with a correct copy of his communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2. To state expressly in the appeal that the opposite party has been thus notified; as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing. Application for advice in Township Common School matters, should, in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

5. *The Journal of Education* having been constituted by the Governor in Council, the official medium of communicating all departmental intelligence and information, parties should refer to its pages on matter relating to the apportionment, regulations, blank reports, Depository, Normal School, &c.

6. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to schools for which specific instructions are not furnished by the Department; but they are requested to use large sized or foolscap paper, and to keep copies of their letters. In *all* communications, however, the NUMBER OF THE SCHOOL SECTION, and the NAME OF THE TOWNSHIP AND POST OFFICE with the OFFICIAL TITLE of the writer, should be given; and also the NUMBER and DATES of any previous correspondence on the same subject.

7. *Communications with the Government relating to Schools* should be made through the Education Department, Toronto, as all such communications not so made are referred to the Chief Superintendent of Education, to be brought before the Lieutenant-Governor through the proper department—which occasions unnecessary delay and expense.

8. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified in the Department,

Documents furnished Annually by the Education Department to the School Officers of Ontario.

The following are furnished gratuitously by the Education Department of Ontario to various school officers, viz.:—

1. *The Journal of Education for Ontario* is sent monthly to each of the Trustee Corporations in the rural school sections; to the Boards of Grammar and Common School Trustees; to the Local Superintendents; to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c., &c. Total 5,400 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publishers, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public the price is \$1 per annum—payable in advance. Back volumes, since 1848 (the first year of its existence) can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools in Ontario. Total about 5,000 copies. The registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

3. *The Trustees' Half-Yearly Reports* are sent every six months, through the Local Superintendents, to the Trustees of each school section. Those for the Grammar Schools, and Roman Catholic separate Schools, are sent direct from the Department. Total sent out annually, 10,000.

4. *The Trustees' Blank Annual Reports* are annually sent through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. Total about 4,500 copies.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common School Trustees, and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers', and Sub-Treasurers' Returns* are sent to about 500 of these officers to be filled up and returned.

7. *The Chief Superintendent's Annual Report to His Excellency the Lieutenant Governor*, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations: to Boards of Common School Trustees in Cities, Towns, and Villages; to Boards of Grammar School Trustees; to Boards of Public Instruction; to Local Superintendents; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500 copies.

8. *Various Forms*.—Forms are also sent, from time to time, to Superannuated Teachers, Trustees (for Maps, Prizes, &c.), Normal School Students, &c., about 800 copies.

Letters Received and Sent Out by the Department.

During the Years	1852	1853	1854	1855	1856	1857	1858
Number of letters received	2996	4015	4920	5338	5739	6294	6431
Average number per week	57	77	95	102	110	121	124
Number of letters sent out	1430	1936	2581	3764	3966	3542	4627
Average number per week	27	37	50	72	77	68	88

1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869
6468	7121	7215	6495	6365	6655	7263	8373	8243	8409	8422
125	137	138	126	122	128	139	161	159	161	162
5823	6015	5656	4955	5054	5415	5833	5186	5581	5802	5743
112	116	108	95	97	104	112	100	107	111	110

Recapitulation.—Total number of copies prepared, or printed, and sent out annually from the Education Department for Ontario :

	Copies.		Copies.
1. Journal of Education	5,400	7. Chief Superintendent's Report..	4,500
2. School Registers	5,000	8. Various Forms, about	800
3. Trustees' Blank Half-Yearly Reports	10,000	9. Letters, &c., sent out and received	14,200
4. Trustees' Blank Annual Reports.	4,500	10. Circulars, about	800
5. Local Superintendents' Blank Annual Reports	600		
6. Auditors' and Treasurers' Blank Returns	500	Grand Total per year...	46,300

DEPARTMENT OF EDUCATION
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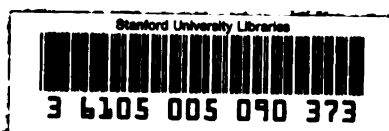
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